Reviewer's Name: Tiffany Hoben

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

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 material.

Reviewer's Name: David Lee

Title: MATHSPACE FLORIDA: Algebra 2 B.E.S.T. 2022 edition

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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.	Mathspace incorporates what the BEST standards are seeking. The curriculum includes instructional strategies such as notice and wondering, think-pair-share, and gallery walks. Students have plenty of opportunities to discuss the topic and learn from each other and revise their own model of thinking. Engage activities provide students with time to

	understand and apply the standards, work cooperatively with their peers, and rate themselves at the end of a lesson. A weakness is the MTR's and EE's are discussed in the topic overview, but would be nice to see them listed along with standards in each section.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Problems are written to the standard. Would like to see more problems added. Worksheets have both short answer and find the error.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	A lot of good problems.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	aligned to standard
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	aligned to standard
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	Not enough problems with complex numbers.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4 - Good Alignment	aligned to standard
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic	5 - Very Good Alignment	aligned to standard

	equations over the real and complex number systems.		
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	aligned to standard
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	aligned to standard
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligned to standard
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	aligned to standard
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	aligned to standard
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	aligned to standard
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	aligned to standard
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the	5 - Very Good Alignment	aligned to standard

	context and identify any extraneous solutions.		
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	aligned to standard
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	5 - Very Good Alignment	aligned to standard
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	aligned to standard
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	aligned to standard
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	aligned to standard
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	3 - Fair Alignment	Again could use more on complex numbers. Section 3.06 appears to have majority of problems in the extend our thinking piece.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	Aligned to standard

MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Could use some more practice problems on AR.7.3
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Aligned to standard
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Aligned to standard

MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Aligned to standard
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Aligned to standard
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Aligned to standard
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Aligned to standard
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Aligned to standard
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	Aligned to standard
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	5 - Very Good Alignment	Aligned to standard
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Aligned to standard

MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	5 - Very Good Alignment	Aligned to standard
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	5 - Very Good Alignment	Aligned to standard
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Aligned to standard
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Aligned to standard
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	Aligned to standard
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Aligned to standard
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Aligned to standard
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Aligned to standard

MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Aligned to standard
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Aligned to standard
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Aligned to standard
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Aligned to standard
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	5 - Very Good Alignment	Aligned to standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Individual practice and lot of problems designed to work with partners.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	4 - Good Alignment	Can be found in engage activities and performance tasks.

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

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

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	embedded in the curriculum
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	embedded in the curriculum

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	embedded in the curriculum through strategies and problems

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 with 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	Material is appropriate for Algebra 2.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Material is adaptable for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The material provides adaptive practice, worksheets, engagement activities, and performance tasks to help students understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Adaptive practice has a variety of questioning levels. Question types vary in modality. Problems also provide explanations for worked solutions.
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 content is aligned to the BEST standards 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	Time frames provided are reasonable estimates the various sections of the 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	Make references to experts in the field such as Jo Boaler, John Hattie, NCTM, etc.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Sources help with instructional strategies for all learners.
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 identified in the material 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	Appears 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	Curriculum is aligned to the standards and is representative of algebra 2 for Florida.
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 identified in the material reviewed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	A lot of references are within the past 5 years, so the research is current.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is appropriate and relevant to algebra 2.
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 and relevant for students in algebra 2.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There are connections to the real-world, but would like to see more especially for concepts such as complex numbers.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Curriculum could incorporate more content on interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Material reviewed appears fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Material reviewed appears aligned.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall the material does cover BEST 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	There is a lot of good questions and strategies incorporated throughout the book.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	aligned
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Good organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	The material is kind of bland when reading. White background with gray boxes for solutions and blue for support and instructional strategies.

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 with provided time estimates.
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 majority of examples incorporate strategies to support students with disabilities. Make recommendations to incorporate technology such as Desmos and GeoGebra.
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	Material has good alignment for presentation. Problems such as graphs look good. Graphs converted to pdf do not always present clearly making it harder see what is occuring.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are a variety of instructional strategies and questioning including engage activities and performance tasks.
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 listed in topic overview by section.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Material provides clear statements & outcomes
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	There is a lot of cooperative learning activities to help develop thinking and adaptive practice and worksheets for independent development.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Provide strategies for different learners. Could use more

		differentiation examples especially for new teachers.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Opportunities for mental activities could use more physical.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Material is presented logically.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Strategies incorporated in curriculum are shown through research to be successful.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies incorporated in curriculum are shown through research to be successful.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments cover the big ideas and should help students reach the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments cover the standards and big ideas of algebra 2. However, would be nice to have more problems available. For instance, Topic 2 Quadratics has 15 questions more with sub-questions and 1 performance question. There are student check-ins built into the program.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Teachers are provided with strategies that can help all learners understand the material. Includes support for students with disabilities, ELL's, misconceptions., and instructional strategies.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	Majority of ELA standards would appear in the engage

Mathematical Thinking and Reasoning Standards as applicable?		section and through other cooperative learning problems.
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 learning section satisfies the BEST standards through activities, practice, assessments, and high-yield strategies.

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	Did not notice inclusion of CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Appears aligned.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Appears 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	Appears aligned.

UDL Reviewer's Name: Lauren Proulx

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: 1200330 - Algebra 2

Bid ID: 348

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. Settings could only be adjusted in Accessibility mode.
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. 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.	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 *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 athttp://chrome.google.com/webstore/detail/weava-highlighter-pdf-web/cbnaodkpfinfiipjblikofhlhlcickei).*

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.

Bid Response *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.*		
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?		
Bid Response *All major tool student components will be able to be printed for students who require paper materials based upon the IEP.*		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher states paper based materials are available and can be adjusted.

Reviewer's Name: David Aldred

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 355

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 examples of prohibited content. Problems deal with practical and real-world application of math principles

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 355

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	Modifications can be used when working on the downloadable formats.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	2 - Poor Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	2 - Poor Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	2 - Poor Alignment	Not applicable
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	4 - Good Alignment	Note taking icon and tools are provided during the modules

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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.	5 - Very Good Alignment	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Linda Spanjer-Furstenburg

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

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Course: Grade Six Mathematics

Bid ID: 355

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

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only

			downside is the amount of problems to practice in the book.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Discourse questions and guides allows the teacher to recognize when to reach out to students when they are struggling with the skill. There are detailed examples, common misconceptions, and how to redirect the students to try a different method of solving the problems.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Content is rigorous and provides the students with a lot of guided practice and independent practice opportunities for the skills.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Content is rigorous and provides the students with a lot of guided practice and independent practice opportunities for the skills.

MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	4 - Good Alignment	The guided lessons and practice problems align with independent practice questions at the end of each lesson.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of	4 - Good Alignment	Each lesson has a review of the skill from the previous

	lengths and conversions within the same measurement system.		grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	The guided lessons and practice problems align with independent practice questions at the end of each lesson.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	The guided lessons and practice problems align with independent practice questions at the end of each lesson.

MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	The guided lessons and practice problems align with independent practice questions at the end of each lesson.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	The getting started section in the chapter previews and reviews the prerequisites needed for the chapter.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.

MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions	5 - Very Good Alignment	Great preview to the activity, then good amount of problems

	by positive fractions, including mixed numbers, with procedural fluency.		to practice the assignment.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Great preview to the activity, then good amount of problems to practice the assignment.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.

MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Each lesson has a review of the skill from the previous grade level and then detailed step by step problems to go through. The only downside is the amount of problems to practice in the book.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	4 - Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.

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

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	4 - Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	Love the detailed examples and simplicity of solving the problems. The book allows for the student to use any method of solving the problem.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There are ample amounts of questions where students have to explain their reasoning.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Additional opportunities for students to experience grade-level text was very evident within the lesson as well as at the end in the facilitator notes.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Embeds instructional strategies to allow for the students to take a step by step approach in solving the problems.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	In the teacher outline where they say to "chunk'" the activity, it gives a clear guide as to what you have the students complete, even the timeline presented to them for it.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	There are plenty of opportunities that allow the students to work together to solve the problem, but then also time to work independently.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	There are plenty of opportunities that allow the students to work together to solve the problem, but then also time to work independently.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	There are plenty of opportunities that

	for academic success in the content area of Mathematics.		allow the students to work together to solve the problem, but then also time to work independently.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	There are plenty of opportunities that allow the students to work together to solve the problem, but then also time to work independently.

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 learning outcomes are detailed to 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	The content is written to the correct skill level, but there could be more paper examples, not just online.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are useful for whole group and independent activities. It's also useful when you assign an online assignment that can measure the students' progress of each standard.
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 plenty of step-by-step practice examples.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The 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.	4 - Good Alignment	The content matches the students' abilities and grade level activity.
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	One lesson does take a long time to complete, but if you are open to small group activities, you will love this curriculum.
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 is a good correlation.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	There is a good correlation.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No errors were 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).	4 - Good Alignment	There is a good correlation.
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 is a good correlation.
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 mistakes were noticed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	There is a good correlation.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Provides a great guide on where to begin and how to move throughout the lesson to ensure a successful delivery of the lesson.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	There is a good correlation.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There is a good correlation.
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 a good correlation.
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 a good correlation.
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 is a good correlation.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There is a good correlation.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The teacher does have to prepare additional material to preview concepts prior to the lesson.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Great alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Great organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	3 - Fair Alignment	Visuals are very 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	Although it could completed faster.
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	Fair level of differentiation for students with disabilities.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The presentation of the material is spaced out, not overwhelming. There is enough space for students to work out the material, and plenty of images to allow students students to visualize the skill.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	It isn't not very motivational for middle schoolers to keep going. It' not very capitivating to students, although it covers the new state standards.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Yes, it's chunked to not overwhelm a teacher with the current topic at hand.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Also you see the statements of information, it's not clear the exact essential question being asked.
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	Yes, great guidance.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	It also provides great differentiated instruction opportunities for students that don't understand the skill at hand.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Could be perceived as boring after a certain amount of time.
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 could be more practice problem that the teacher could on with the 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.	4 - Good Alignment	Great alignment.
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 needs to take a more hands on approach and provide more fluency practice.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Yes, but if students struggle with reading, they will do poorly on the assessments seeing that it's all word problems.
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 100% effective.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The additional differentiated options are very useful to 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?	3 - Fair Alignment	The MTR's are not listed or shown in the curriculum.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	It does satisfy learning requirements however, there needs to be more fluency practice on the basics skills in the event students struggle with the basic concepts.

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 was no evidence to me about CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no evidence of Social Justice as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no evidence of Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	There was no solicitation of Social Emotional Learning.

Reviewer's Name: Thomas Womble

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 355

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.	All comments on effectiveness of the curriculum are included in the above questionnaire. The curriculum presents a strong design that will allow teachers a seamless transition to including this curriculum in the classroom. The only major flaw is that there is not much practice for fluency and the teacher may need to supplement for this need. The curriculum

	may also go beyond the standard class time for some lessons.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	The curriculum introduces students to real-world context to demonstrate how to create algebraic expressions from written words. The places where the curriculum covers this standard is appropriate and can be found in topic 1 lesson 2 and lesson 3. The mathia online content is an excellent resource to introduce students to MA.6.AR.1.1 and to help students develop their understanding of the standard. Resource links 3-7, 9, and 10 were not available.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	2 - Poor Alignment	The topic of inequalities in one variable is covered in topic 2, lesson 4. There is some introduction and connection to prior knowledge, but there

			is very little practice with real-world scenarios.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Evaluating algebraic expressions using substitution and order of operations is covered in topic 1 with lesson 1 & 2. The curriculum does well introducing the students to the concept and creating scenarios where the student will discover that a variable can have many different real numbers substituted.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	The modules and lessons cover how to create equivalent expressions, but there is very little practice beyond using the sums of variables and their coefficients. Would need more practice for finding the difference between variables and their coefficients.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	The modules do well introducing and developing the students' understanding of substituting an integer to determine if it is a solution to an equations.

MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	The modules do well introducing and developing the students' understanding, writing, and solving one-step equations.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	The curriculum introduces students to real-world context to demonstrate how to create algebraic expressions from written words and then how to solve these equations by introducing students to each step in the process.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	The curriculum introduces students to real-world context to demonstrate how to create algebraic expressions from written words and then how to solve these equations, including decimal or fraction solutions, by introducing students to each step in the process.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	The way that ratios is introduced is excellent. The lesson continue and students learn how to create equivalent ratios and to determine if ratios are equivalent.

MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Students are given many real-world scenarios to determine the unit rate for a ratio and to interpret the meaning.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Student are asked to create multiple column table to illustrate equivalent ratios.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Students use ratios to solve problems with percentages. The online and book resource offer great guidance to developing this skill.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	The curriculum, through online and book resources, does a good job aligning to this standard. Students will be introduced to ratios and will use that knowledge to develop to be able to solve real-world problems with ratios, rates, and unit rates.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Students are asked to identify if a question is a statistical question.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	The students are asked to determine different measures of center.

MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Students will create and interpret box plots given a data set.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Students will be given a histogram or line plot in real world scenarios and be asked to interpret the data.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Students will create and interpret box plots given a data set.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Students will explore how adding and removing data will affect the measures of center.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	2 - Poor Alignment	Students use the coordinate grid in reference to problems with volume, but do not

			use the coordinate plan to determine the perimeter of a rectangle.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	This standard is included in the curriculum.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare	5 - Very Good Alignment	Students are introduced to negative numbers and will develop their

	them on a number line and explain the meaning of zero within its context.		understanding by using a number line to explore real numbers and their opposites.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	Students develop an algorithm for solving long division problems with fluency, but I do not see an algorithm created for multiplying.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	The curriculum lacks procedural fluency in this standard.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	This curriculum covers this standard very well.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	The development of this skill is done expertly with great use of the virtual format to help students develop understanding.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	This standard is covered well and there is fluency exercises.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	This standard is covered well and there is fluency exercises.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Student will convert fractions decimals and percent.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Introduces and covers the topic well, but appears to lack procedural fluency.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Introduces and covers the topic well, but appears to lack procedural fluency.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	5 - Very Good Alignment	This curriculum has students working together and modeling to develop understanding of the standards.

	• Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This curriculum will show students how to solve problems in multiple ways in order to demonstrate a deeper understanding of the standard.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.	3 - Fair Alignment	Not much drill down or procedural work in the curriculum or online content.

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

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students use estimation, but it is not directly connected to checking answers very well.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	There are many real world scenarios in this curriculum.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are asked to explain reasoning. It will depend on the facilitator to how well this is accomplished.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Students are not given many opportunities to interpret data, but have it chunked so they may develop the skill.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students use prior knowledge to make inferences about new content.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Many areas for collaboration in the curriculum.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Course has a rigid structure by allows for creativity within it's structure.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	This will be determined by the facilitator.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Many opportunities for ELL students to listen and communicate with classmates and teachers.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Many opportunities for ELL students to listen and communicate with classmates and teachers.

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 state standards are represented within the curriculum with the only areas of concern being the lack of fluency exercises.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	This is a math book that is written at the appropriate level for grade 6 students.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The instructions for the facilitator included in the curriculum will make for this curriculum to be easily adapted to any classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Student will cover many topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Standards are of an appropriate level for grade 6 math.
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 difficulty is appropriate for grade 6 math.
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 of the lessons may be a little too involved for the standard class 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	Citation not obvious but content is correct
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Citation not obvious but content is correct
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticeable errors in content.

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 present.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content includes 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	No errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content is up to date with 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	Content is grade appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Presentation is relevant to grade 6 learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Real life context. Lacks relations to current culture.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Standard amount of interdisciplinary connection, but not much connections to other courses in the curriculum.
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	Fair portrayal of many socioeconomic backgrounds.
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	This is covered in the curriculum.

21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	This is covered in the 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.	4 - Good Alignment	Teacher may be required to use additional resources for fluency exercises.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Curriculum covers all 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	Curriculum is in a standard order for grade 6 curricululms.
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	Curriculum was easy to follow for students and facilitators.
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	Curriculum could presetn problems in some lessons with teachers not being able to complete the lessons in their entirety.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	This is covered on the UDL questionnaire
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 curriculum is presented in a way that will be satisfying to the grade 6 math classroom.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The learner will be motivated.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Modules are connected to big ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear outcomes are provided.
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 many opportunities for students to use prior knowledge in learning new content.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The curriculum can be used as a self paced curriculum, but the student may lose interaction opportunities unless there are students of the same level.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	This is done very well in this 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	The activities contained help to developing an understanding of the standards.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	This curriculum is very well designed for a seamless transition to the classroom.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	BEST Florida standards are covered very well.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Curriculum does not address test taking strategies.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	4 - Good Alignment	Test are sufficient to test the students knowledge.

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.	4 - Good Alignment	Course is created in a way that can be self paced.
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	BEST 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	The curriculum covers the learning requirements of grade 6 math.

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

Reviewer's Name: David Aldred

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 356

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	examples are real-world and practical. No evidence of prohibited material

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

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Edition: 1st

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 356

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	All podcast recordings do not have captioning even after downloading.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With built in features in iOS and windows, we could see the potential for compatibility.

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Users can only use the keyboard to scroll up or down and not horizontally which is how the site is set up. Users have to use the mouse to navigate to the next page.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	With built in features in iOS and windows, we could see the potential for compatibility.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only if downloaded as a PDF or PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided, but I was unable to take notes without being kicked into another page. I'm not sure if it was because I wasn't a "student" in the class that prevented me from gaining access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Laura Lane

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 356

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 major plus for this material is the total integration fo the online component in the teacher and learning phases. While the text provides significant amounts of mathematical models and representations, there are many missed opportunities for hands-on experiences. REgardless

	of this, the material meets and in most cases exceeds the expectations of the state benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	The text meets the full intent of the benchmark.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	The text meets the full intent of the benchmark.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	This topic is addressed fully. The text provides many strategies and opportunities to apply in real-world contexts.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	This topic is addressed fully. The text provides many strategies and opportunities to apply in real-world contexts.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	This topic is addressed fully. The text provides many strategies and opportunities to apply in real-world contexts.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	This topic is addressed fully. The text provides many strategies and opportunities to apply

			in real-world contexts. In addition it is appropriately scaffolded using previous teaching of rates and ratios.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Appropriate hands-on activities and directly aligns with the benchmarks.

MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Appropriate hands-on activities and directly aligns with the benchmarks.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	Appropriate hands-on activities and directly aligns with the benchmarks.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	The text addresses this content fully. It provides several strategies to master the content.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	The text addresses this content fully. There are several examples and real-world applications for the topic.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	The text addresses this content fully. There are several examples and real-world applications for the topic.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	The text addresses this content fully. There are several examples and real-world applications for the topic. However, there were missed opportunities for using real-world objects for the hands-on portion of this topic.

MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Visual representions and real-world problems make the alignment of this benchmark very good.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	The teaching phase this concept is presented using two strategies, models and the standard algorithm for both multication and division. However, there is insufficient focus on the connection between those two strategies. In addition, understanding of decimal place value when multiplying and dividing is done from a procedural view only. There is no development of the idea of multiplying and dividing by powers of 10 and

			their role when multiplying or dividing. There is however ample opportunities for practice of the concept using real-world application of other benchmarks in the grade level.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	The text addresses the content fully. Scaffolds logically from models to procedures through several lessons. Includes some real world application.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	THis topic is addressed in several different areas of the text in different contexts and real-world situations. Spiral review also allows for continued practice.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	The text adresses this content fully. There are several strategies used to apply the topic with several opportunities for practice.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	The text adresses application of the distributive property by relating it to area model. Offers several methods of understanding and simplifying. Also

			begins to relate to writtne description.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	The text adresses this content fully. This topic is presented logically as a precursor to common factors and mutliples.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	The text adresses this content fully. This topic is presented logically as a precursor to common factors and mutliples.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and	5 - Very Good Alignment	The text addresses this benchmark and is

	represent solutions algebraically or graphically.		in very good alignment.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	The text addresses this benchmark and is in very good alignment.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.

MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	The text addresses this content fully. It provides several strategies to master the content.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	The text addresses this content fully. There are several examples and real-world applications for the topic.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	The text addresses this benchmark thoroughly.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	This topic is addressed the best of all content in the text.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this MTR and for students to demonstrate the use of this benchmark.

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

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

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		throughout for the teacher to facilitate this MTR and for students to demonstrate the use of this benchmark.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this MTR and for students to demonstrate the use of this benchmark.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and for students to demonstrate the use of this benchmark.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and for students to demonstrate the use of this benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and for students to demonstrate the use of this benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and for students to demonstrate the use of this benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and for students to demonstrate the use of this benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	The text provides multiple opportunities throughout for the teacher to facilitate this benchmark and

			for students to demonstrate the use of this benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	The text provides educators with the tools to support ELLs. The text provides ample opportunities for ELLs to engage with their peers in discussion.

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 benchmarks and learning outcomes were thoroughly 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 material provided is written to the correct skill level of the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The integration of the online component make this adaptable for all classroom types.
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 real-world examples provided supports the significance of the mathematics topics covered.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	There was appropriate distribution of both complexity and difficulty used in the text.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	There was appropriate distribution of both complexity and difficulty used in the text.

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	There was appropriate distribution of both complexity and difficulty used in the text.
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	Appropriate references were used to show content and expertise in the development of the materials.
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	Appropriate references were used to show content and expertise in the development of 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	THere were no inaccuracies evident in the material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There were no inaccuracies evident in the material provided.
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 mathematics were sound and are 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	There were no inaccuracies evident in the material.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Relevant and up-to-date research was used in the material.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The contexts used throughout the text were relevant not only to the topics but also to the grade level.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate references were used to show content and expertise in the development of the materials.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Appropriate references were used to show content and expertise in the development of the materials.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	While there were relevant real-world examples given, the interdisciplinary connects were lacking.
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	There was no bias evident in the material..
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	There was no cruelty evident in the material.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The content and the benchmarks were thoroughly covered with ing the material provided.

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 teacher side of the material is the most developed. However, the online material is also a significant support to students.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All material is aligned with the benchmarks and the cohesiveness of the online component to work text is a plus.

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 laid out ina consistent and easy to follow framework.
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 component is better than the text. The text leaves you wanting.
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 and scaffolding was very appropriately handled throughout the text.
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 accessible for all students across the tiers.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall the material meets the PRESENTATION requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The online component is more aligned than the textbook component.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	5 modules with subtopics under all.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear and concise information is provided for intended student 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	Both the online component and the text provide scaffolded examples. The online component does the better job.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Both the online component and the text provide scaffolded examples. The online component does the better job.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Student are expected to use all modalities of learning while using the marterial.
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	Activities area provided for appropriate extensions of the material.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The instructions strategies provided meet the requirement for teargeted outcomes of the benchmarks.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The instructions strategies provided meet the requirement for teargeted outcomes of the benchmarks.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Appropriate assessments that are aligned to both the benchmarks and materials are provided throughout the learning process.
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	Appropriate assessments that are aligned to both the benchmarks and materials are provided throughout the learning process.
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 evident in the planning of the lessons.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTR's and appropriate ELA standards are addressed fully throughout the text and materials.

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

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 critical race theory evident in 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 critical race theory evident in 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 critical race theory evident in 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	SEL is not addressed in the material.

Reviewer's Name: Tammy Shelton

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 356

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.	If the school is 1:1, then this would be an acceptable resource. However, if the school is not 1:1, then the teacher would be relying on a consumable that does not allow for ample practice and thus have to create and/or pull other resources.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	3 - Fair Alignment	Not to the rigor of the standard. I found the guided lessons to be difficult to maneuver and too helpful. If you click on it, it gives you the answer.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	2 - Poor Alignment	Lacks Rigor. The lessons provide no productive struggle. A learner can click on each answer and immediately get a response and know the choose the other answer. No thought needed.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Writing Expressions from verbal descriptions - I would like to see it have some distractors to increase the rigor.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Consumable pages would benefit from more practice problems.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Rigor is not there. Solving with addition and subtraction - Again the learner can just click buttons until the computer reveals the answer. Real-World Inequalities was better. There were distractors in place.

MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Some of the solving equations (type in) still automatically give you the answer. Low Rigor!
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	3 - Fair Alignment	Same as stated above.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Same as stated above.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	4 - Good Alignment	I like the way this section is covered.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	This was presented well. Excellent job on Unit Rates.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Low rigor but other than that meets the benchmark.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Covered very well.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	This was covered thoroughly! I liked the guided practice.

MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	I would like to see less true/false questions.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	I like the way the data sets change in Measuring the Effects of Changing Data Sets. Very good visual!
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	I like that the numbers can be marked off as the learner counts. However, I would like them to put the numbers in order. If they are always given in order, then they do not think to put them in order when they are not.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	This benchmark is covered thoroughly.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Great Job!
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	covered well
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	I enjoyed these lessons. The symmetry section was good.

MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Same as above.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Would like to see more practice problems.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Animations in video lesson were good. I liked the decomposing demos
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	I liked the way Nets were utilized for surface area.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Good use of relevant problems. I like that division of decimals is thrown into this module also.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Good lessons continuing through.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	I like the online lessons. The consumables need more practice problems.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Same as above. Meets the standard but needs more practice problems in the consumable.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as	4 - Good Alignment	The computer modules lack

	the distance from zero on a number line. Find the absolute value of rational numbers.		productive struggle. Otherwise good.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Covered well.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	Multiplying decimals gives you the answer as soon as you make a mistake. I'd rather it just say the answer is wrong and allow the learner to think through where they made a mistake. They could always hit the hint button if needed. Again, the consumable pages are lacking enough practice problems.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Good visuals in the modules.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Computer modules are good. Consumable is lacking practice problems.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	covered well.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Covered well.

MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	I like the error analysis (organizing steps) in applying the order of operations.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	3 - Fair Alignment	Rigor is missing.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Good coverage.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Online module very good. consumable needs more practice problems.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Online modules very good. Consumable lacking enough practice.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	online modules are great. Consumable needs more practice problems.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Covered well
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	covered well. Good rigor
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Great job

MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Great job
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Good relevance.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	na
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	good module; need more in consumable.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Great coverage
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Great
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Would like to have more practice problems in the consumable.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	I like the way this is presented.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	I like the online modules AND the consumable!
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite	5 - Very Good Alignment	Great

	figures by decomposing them into triangles or quadrilaterals.		
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	online modules are good.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	I liked the lessons in the modules.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Good coverage.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The online modules allow for individual work while the consumables have ample collaboration built in.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	4 - Good Alignment	There are multiple representations; however I feel the modules may limit this.

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

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Great job within in the modules.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Would benefit in showing learners how to "check" their own work within the modules other than estimations.

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

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Some sections are great and others are lacking in alignment and rigor.
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 is missing in several sections noted above.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	The consumable does not provide enough practice for the classroom. The learners would need to stay in the modules the majority of the time to gain fluency.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Details and significance could be represented better.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Rigor is lacking in some benchmarks as noted above.
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	na
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	na
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	na
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	na

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

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

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

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Definitely in the modules.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	na
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	na
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some of the modules were too guided and did not allow productive struggle.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	na
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	yes when in online 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	na
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	na
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	na
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	na
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	na
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	na

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Excellent job
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	na

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

Reviewer's Name: Thomas Womble

Title: Carnegie Learning FL Middle School Math Solution, Grade 6 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 356

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.	Very good curriculum with excellent online material.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Covers standard. The digital MATHia material is very strong.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Standard is covered. Great real world material on MATHia.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Standard is covered very well.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Standard covered well. Would be better with MATHia support.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Standard covered well.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Standard covered well. Great online resources.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Standard covered well.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Standard covered well.

MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Standard covered well. Progresses nicely to real world scenarios.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Standard covered well. Progresses nicely to real world scenarios.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Good alignment.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	This standard is done well.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Aligned well.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Standard covered well.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	I like the online material for this standard.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Standard covered well.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and	4 - Good Alignment	Covered well.

	interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.		
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Curriculum could use more histogram examples.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Covered well.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Standard covered well. Great online resource.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Done well.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Standard covered well.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	3 - Fair Alignment	Online material is a little confusing.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Done well.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Standard covered well.

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Done well.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Introduced well. Good practice.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	I like how the number line in introduced.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Done very well.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Done well.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Standard is covered well.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Standard is covered well.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Standard used in most every module.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Standard is covered well.

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Standard is covered well.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Standard is covered well.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Standard is covered well.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Standard is covered well.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Standard is covered well. Lacks some procedural fluency.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Standard is covered well. Lacks some procedural fluency.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Standard is covered well.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Standard is covered well.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Standard is covered well.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Standard is covered well. Good real-world examples.

MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Good lessons on proportions. Good online material.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Done well.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Covered well with good examples of real world situations.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	Standard is covered well.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Standard is covered well.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Standard is covered well.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Probability lessons are done well.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Probability lessons are done well.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Standard is covered well with good, engaging visuals.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	Standard is covered well.

MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Standard is covered well.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Standard is covered well.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Standard is covered well.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Many opportunities for growth mindset.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	Problems are represented in multiple ways.

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

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

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

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	Alignment is correct to content.
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	Correct skill level is used.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Material will be easily assimilated into current classroom models.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Treatment is sufficient.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Level of difficulty matches standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Level of difficulty matches grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Time period could go a bit over, depending on management skills of facilitator.
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	Good alignment.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Good alignment.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	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	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).	5 - Very Good Alignment	Good alignment.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No errors observed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Good 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	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	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	Good alignment.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Good alignment.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Good alignment.
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	Good alignment.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Good alignment.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The teacher resources are helpful and easy to understand.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Good 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	Material has a logical organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Good 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.	4 - Good Alignment	Pacing of contact will be good if facilitator has good classroom management.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Good alignment.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Good alignment.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Learners are motivated through multiple resources.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big ideas are taught well.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear outcomes are given.
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	Great support for students through multiple resources.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Great support for students through multiple resources.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Students will be actively engaged.
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	Good alignment.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Good alignment.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Good alignment.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Good 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	Good alignment.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Good alignment.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	Good alignment.

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	It does.

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

Reviewer's Name: Elizabeth Abel

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 357

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall, this was a great series. The material was easy to read and felt obtainable for both students and teachers. The materials were user-friendly and provided students with graphics and writing that was clear and easy to understand. The concept of 60% print and 40% digital for the curriculum was interesting and would appeal to classrooms with a

	strong digital presence. The lessons were clear cut and had clear expectations. The activities were varied and provided students with lots of opportunities for collaboration and discourse. Within Mathia, there were many avenues for remediation. It would have been nice to see more enrichment activities embedded in the series. Also, there did not seem to be as many ties to STEM as there could be. However, the problems and lessons had a strong connection to the real-world and provided students with ample examples, problems and scenarios that were real-world based. This allowed students to see the math as relatable, highly interesting and it will serve to hold their attention and interest throughout the lessons. I would recommend this series for adoption.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	Students complete multiple lessons and activities that involve adding and subtracting linear expressions with rational coefficients. These activities have students applying order of operations to solve.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Students compare and determine whether linear expressions are equivalent in a series of activities and Mathia lessons, including with the use of the distributive property.

MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Students solve one-step inequalities on number lines, in algebraic form and with graphs. Students are given opportunities to practice all three scenarios through two Mathia lessons and through their textbook lessons and activities. This allows students ample time for practice.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Students write and solve two-step equations with one variable using a variety of real-world problems including building doghouses, comparing the populations in towns and comparing the money raised in a fundraiser. Students also complete 5 Mathia lessons that either support prior skills necessary to learn this standard (three lessons) or represent the actual lessons on this standard (two lessons).
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Students solve a variety of multi-step problems involving percent, including problems related to sales on a variety of clothing, trips, cable

			service, and more. Students also explore real-world problems involving what percent to tip servers or what percentage of tips servers receive. They also explore sales tax and solve a plethora or multi-step problems related to this topic. Probability is explored in relation to percentages. There are also Mathia lessons on percents to support this standard, such as one on how to calculate sales tax.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Proportions are explored in correlation with percentages through a myriad of real-world word problems. Students explore ratios through problems such as the likelihood of a specific scenario happening, such as the probability of a cup landing a certain way. They also apply ratio to see how much money a student can earn at a job based on the amount of money earned over a certain time period or by applying their understanding of ratios to explore how a scientist might

			calculate an animal's population.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Students convert a variety of unit across both the customary and metric measurement systems including units that measure distance, weight, and capacity.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	Students analyze word problems, graphs, and tables to determine if there is a proportional relationship between two quantities. This can be seen in problems related to the design of a garden, the mixture of paint colors, the cost a person charges to translate pages and the growth of a plant. There are also two Mathia lessons that directly support this standard.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Students look for the constant of proportionality in a variety of graphs, tables or word problems including ones related to the amount of money a translator charges to transcribe written pages, in the relationship between the minutes of

			commercials versus the total minutes of a television program and a plethora of other similar real-world problems. When analyzing graphs, they look for the presence or absence of a contant, they create corresponding equations and they apply it to real-world scenarios. They also have students create a different representation of the constant based on the information being presented in one type of representation (for example making a chart from a graph or a graph from a word problem). There was a Mathia lesson focused on the constant of proportionality as well.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Students are given information in a table, equation or word problem and asked to create a graph based on that information for a variety of real-world type problems including data on recipes, design of a garden, and the mixture of paint colors. There are ample practice opportunities

			throughout multiple lessons in the student math books on this standard.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Students analyze graphs and use this data to create a table, equation or description through a variety of activities and practice problems on recipes, gardens, and other real-world scenarios. There are multiple Mathia lessons to support student work on proportional thinking, which includes the representations of graphs and charts.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Students work through a plethora of lessons, both in their print book and on Mathia, involving proportional relationships, graphing proportions, writing equations for proportions and analyzing charts, word problems and other representations of the data. The bulk of the problems are centered on real-life scenarios involving money, recipes, garden design, money made, and other situations in which students will have an interest and be able

			to related. This entire topic, spanning multiple lessons, is rooted in real-world contexts.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Students use population graphs, graphs on tv watching, and graphs/charts related to types of milk preferences to explore measures or center or variation through a variety of practice problems, activities and discourse. There were also two Mathia lessons on this standard.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Students compared the information presented, including measure of center and measure of variability, on population graphs, graphs on tv watching, and graphs/charts related to types of milk preferences. With this information, students analyzed the results and drew conclusions using the data as their guide. There is a Mathia lesson that centers on comparing the data in graphs for the type of information in this standard.

MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	Students use data from survey results on floor plans, populations and gumballs to make inferences and predictions about the data. They use the random samples of data to make generalizations about the data as a whole. Students are presented this information in word problems, in graphs, and in charts. There are practice problems and activities to support this standard well. Students also practice this standard in a Mathia lesson on using inferences to create population predictions.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Students analyze circle graphs and create circle graphs with a variety of data including how they spend their day, how parents pay for college, and types of pets owned. There is also a Mathia lesson on creating circle graphs. While there was a lesson devoted to this topic, there could be additional problems or activities added to his section as students only created one graph on

			their own in the book lesson.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	2 - Poor Alignment	While the lesson does have students decide whether the information presented represents a census or sample, it does not have students create a graphical representation, which is what the standard calls for. While the lesson is related to this, it does not directly have students practice this skill in their book or in the Mathia lesson.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Students determine the sample space for rolling a 6-sided dice, for spaces labeled on a spinner, for colored marbles being pulled out of a bag, and for clothing combinations. Students are given ample opportunity to practice this skill with a variety of scenarios. There is also a Mathia lesson on Determining Probabilities.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Students analyze the probability of a chance event happening, such as the results in rolling a 6-sided dice or

			landing on a spot on a spinner, the likelihood of pulling out a specific colored marble out of a bag or a clothing combination out of a drawer. Students are given ample opportunity to practice this skill with a variety of scenarios. There are two Mathia lessons related to this standard, one on Determining Probabilities and one on Modeling Simple Events. Students analyze uniform and non-uniform probability models and have ample opportunities to practice this standard.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Students calculate the theoretical probability of a variety of events related to simple experiments using ratio relationships. They calculate the probability of the results in rolling a 6-sided dice or landing on a spot on a spinner, the likelihood of pulling out a specific colored marble out of a bag or a clothing combination out of a drawer. Students are given ample opportunity to

			practice this skill with a variety of scenarios. There is also a Mathia lesson on Determining Probabilities that has them calculate the theoretical probability of an event occurring.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Students run simple experiments with tossing cups, flipping coins and spinning a spinner to determine the experimental probabilities. They then compare their results with the theoretical probabilities of the experiment. Students explore and practice this standard in the Mathia lesson, Comparing Experimental and Theoretical Probabilities. Students also design spinners to test for experimental probability in a different lesson. This part of the standard is further practiced in the Mathia lesson Simulating Simple Events. There are ample opportunities for students to practice this standard.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	The areas of these three categories of shapes are explored

			through connecting these shapes to other shapes students are familiar with (by decomposing more complex polygons into these familiar shapes) through formulas (heavy concentration on this) and through visual representations. Students explore the areas of trapezoids, parallelograms and rhombi in two Mathia lessons on this standard.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Students solve real-world problems involving the areas of parallelograms, rhombi and trapezoids through connecting these shapes to other shapes students are familiar with (by decomposing more complex polygons into these familiar shapes). Students explore this concept by decomposing diagrams into sections of triangles and quadrilaterals, thus making the area calculations more manageable.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the	5 - Very Good Alignment	Students are introduced to the diameter and circumference of

	circumference of a circle to solve mathematical and real-world problems.		circles and how they are proportionally related. Students learn about Pi and how it is related to calculating circumference. They then practice solving real-world and mathematical problems involving Pi using the formula for circumference. Practice problems includes scenarios related to go-cart tracks and jump rope patterns, giving students exposure to relevant examples. Students also explore this standard in the Mathia lesson Investigating Circles.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Students practice using the formula for area of a circle and apply what they have learned to solving real-world problems involving circles including problems about making pizzas, circular gardens, pipe configurations, and creating a circular mural. Students also practice and apply the formula for area in two Mathia lessons on this standard. Students have copious opportunities to explore this

			standard across multiple lessons.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Students solve a plethora of problems involving the dimensions and areas of geometric figures, such as realistic problems involving putting greens, curved windows, airplane hangar designs, and irregular shaped stickers. Students must apply their knowledge of how to calculate area, as well as their skills in interpreting scale drawings to solve these problems. Student have ample opportunity to practice in both print lessons and on Mathia (there are multiple lessons related to area of polygons and circles. This standard also is included spiraled into some other lessons throughout the series.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure’s net.	5 - Very Good Alignment	Students calculate the surface area of a variety of different right circular cylinders using the shape's net including cans, popcorn containers, paint rollers, and drums. Students solve a variety of real-life problems that involve

			cylinders. There were many different scenarios described and students were asked to apply their knowledge beyond simply following the formula. There were also affiliated Mathia lessons available on cylinders.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Students calculate the surface area of a variety of different cylinders, including cans, popcorn containers, paint rollers, and drums. Students solve a variety of real-life problems that involve cylinders. There were many different scenarios described and students were asked to apply their knowledge beyond simply following the formula. There were also affiliated Mathia lessons available on the area of cylinders.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Students calculate the volume of a variety of different cylinders, including cans, popcorn containers, paint rollers, and drums. Students solve a variety of real-life problems that involve cylinders. There were many different scenarios described

			and students were asked to apply their knowledge beyond simply following the formula. There were also affiliated Mathia lessons available on calculating and using the volume of cylinders
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	This standard is covered in multiple lessons, activities and practice opportunities involving expanded notation, the Laws of Powers (including powers of powers and products/quotients of powers). There are multiple Mathia lessons on rewriting simple and complex algebraic expressions with integer coefficients, including ones with parentheses and exponents.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	Students make equivalent rational numbers in a variety of forms including with terminal and repeating decimals, with equivalent fraction, and as percentages. There are also two Mathia lessons focused on this standard, focusing on how to convert between fractions and

			decimals (to make them equivalent) and how to convert to percentages. There are many practice problems in this section.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Students practice the addition and subtraction of rational numbers through straight computation problems as well as word problems set in real-life situations. Many of these problems are multi-step in nature. Students are asked to follow the order of operations to solve the computation problems (absolute value, exponents and grouping of symbols were all covered in the practice problems and instruction; many of these concepts were explored through applying the commutative, associative and distributive properties). There are two Mathia lessons on addition/subtraction of rational numbers and on multiplication/division of rational numbers that provide students with ample opportunities for

			practice and remediation (including step-by-step instructions for students that needed it.)
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Adding, subtracting, multiplying and dividing rational numbers was covered, at great length, in a series of lessons in this series. There were ample opportunities for students to practice with procedural fluency, both in the printed book and on Mathia (where it was presented to or practiced with students in nine distinct lessons.) The practice on this standard felt thorough and was presented to students in a variety of different contexts. Students would be able to relate to the contexts as well, as they applied to ideas the students would have personal interest in (such as money, or the amount of sleep they received.)
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Students solve a myriad of real-world problems involving the four operations (with rational

			numbers) through problems involving temperature readings, the amount of time spent doing a preferred activity, money spent, distance traveled, and the amount of sleep a student received. This practice is interwoven into a variety of Mathia lessons, where students can received detailed instructional assistance or move straight on to show their mastery of this concept.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The series had strong questions for discourse built into it, which will help cultivate learners that analyze well and develop perseverance. Students completed many tasks collaboratively throughout the printed book, as well as spend about 40% of their time working independently in Mathia (this is in addition to the independent practice embedded in the math textbooks.) All of this will lead to a classroom of students that value productive

			struggle while keeping an upbeat attitude.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	Students were asked to represent problems in many different ways, including with graphs, charts and tables, and with drawings. There were not as many opportunities for the use of concrete manipulatives as much of the instruction seemed focused in the representational and abstract worlds. The instruction in both of these areas was strong, but there needed to be more opportunities for concrete modeling and practice.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Students were given sufficient opportunities to complete tasks with mathematical fluency. The instruction focused on accuracy and flexibility (especially in the representational and abstract instruction). There was a strong connection between the activities provided and the correlating questions (which would prompt strong discourse.)

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	The program supported and encouraged discourse at every turn. There were questions embedded in each lesson and students were encouraged to collaborate to discuss their mathematical thinking. Students would have a plethora of opportunities for productive struggle, which will lead to more discussions routed in the mathematics. The types of questions varied and often required students to analyze one another's work or defend their own opinion on a mathematical solution. The program was definitely set up with a growth mindset model in mind.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.	5 - Very Good Alignment	Patterns were highlighted throughout the series, helping students to both look for and continue a problem based on the pattern. Students were provided procedures with clear, efficient steps, and allowed plenty of opportunities to reach mastery in practice problems. Student

	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		could further practice their procedures in Mathia by completing a series of problems that supported each lesson. Within Mathia, there was embedded remediation support (if needed) that followed the steps clearly and highlighted patterns to help students make the connections between math concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Students were constantly asked to determine the reasonableness of solutions and to agree/disagree with their peers' solutions. They needed to justify their own answers, and defend their work during discussions with their classmates. Students were given a multitude of opportunities to see problems already worked out, allowing them to see the step by step process by which a solution was derived. This allowed students to look for mistakes throughout a problem, not just verify if their answer was correct. In some problems, multiple solutions were

			offered and students had to select the correct one and justify it as part of their answer. This led to many strong opportunities to strengthen their ability to analyze work and continue the growth mindset model.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	This series is rooted in real-world context. Every lesson evaluated contained practice that consistently demonstrated real-world context and would appeal to students' interests or knowledge base. Students will be able to build strong connections to their own personal world as there were so many strong connections to relevant, interesting scenarios that would appeal to them. The problems felt relatable and current, thus helping hold students' focus and interest.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students were asked to explain their mathematical reasoning and defend/justify their solutions throughout

			the myriad of lessons on just about every concept. This was part of the normal routine of the program - discussing with peers, analyzing work, choosing a solution, and defending it with their own work (or with the work of collaborators.)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Within any math textbook, there is a lot of reading comprehension necessary. This program provided texts that were grade-level appropriate, but not unapproachable for learners on a wide-range of levels. Students will find the text enjoyable to read and not bogged down by heavy, non-math related vocabulary. The text in rich, but the supporting visuals will aid students in understanding the context of the words. The series does an excellent job of making the text challenging, interesting and attainable all simultaneously.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students will be able to make a multitude of inferences in reading this text

			based on the charts, graphs, pictures and supporting work samples. Throughout the series there are correlating graphics and pictures as well a many "Worked Examples" that will aid students in their understanding of what they are reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students collaborate frequently in this series. They are asked to discuss their math at every turn and often work with partners or in small groups to solve their problems.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	There is a consistency to the lessons as students will see familiar frameworks throughout the series. Students use some graphic organizers, follow some routines (such as the way the Talk the Talks are set up, or the Thumbs up/Thumbs down scenarios) and see comparable Mathia lesson formats throughout the series.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	The book rides the road down the middle - not too informal and not so bogged down by formal vocabulary

			that students will feel overwhelmed. There is math vocabulary interwoven throughout the series; however, it does not feel stiff and will not bring anxiety to students that struggle with reading.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Students will like the familiar layout and routines set up in both the print and digital formats. Mathia lessons provide opportunities for students to listen to items being read to them and the series allows students many opportunities to collaborate with students in their class. This will build conversational and academic vocabulary for ELL students as the more discourse they engage in, the more they will strengthen their language skills.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Students will like the familiar layout and routines set up in both the print and digital formats. Mathia lessons provide opportunities for students to listen to items being read to them and the series allows students many

			opportunities to collaborate with students in their class. This will build conversational and academic vocabulary for ELL students as the more discourse they engage in, the more they will strengthen their language skills.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The content had strong alignment to the state's standards and benchmarks on every standard. The instruction and practice problems directly correlated with what the standard was asking for on each concept or area.
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 had a strong alignment to the state's expected level of rigor for each of the standards and benchmarks. Tasks were differentiated throughout the series and offered multiple points for access.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The materials were both useful and adaptable for classroom instruction. There were presentation slides that could be modified to meet instructional needs of an individual 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 materials covered each topic/event in its entirety; it would not be necessary to supplement in order for students to comprehend the concepts.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	There was strong alignment between the complexity of the content and the standards; the concepts presented in the content was at an appropriate level based on what the standards asked 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	here was strong alignment between the complexity of the content and student abilities and grade level. The materials always seemed age-appropriate for a student in this grade band as well as interesting. Students will be drawn in by the humorous titles of each lesson and the real-world scenarios presented in the problems. Furthermore, the math was on par with what would be expected of a student in this grade band.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The series is set up for it to cover an entire school year, with 60% of the lessons coming from the math book and 40% of the lessons coming from Mathia. The instruction was designed with stated pacing on each section and the amount of minutes required seemed achievable in the time period. There was sufficient time built in to remediate as well as to accommodate for loss of instructional time due to state-wide testing, holidays and

		other events that would interrupt the flow of instruction. The goal is for the course to be taught across two semesters in 150 45-minute sessions or 75 block scheduling sessions.
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 information comes from the knowledge of the series authors, who both present with credible and robust credentials and experience.
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 authors' contributions enhance the quality of the content; it provides students with relevant, interesting content that will hold their attention.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No errors were found; however many of the links were broken in here and required using the Correlation to the BEST Standards document to locate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias was noted.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content was representative of the current theories and concepts in math and was rooted in the current 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	The content in the material was factual.
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 reflected 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 context was based on real-world experiences and situations, which is appropriate and relevant to the curriculum, standards, benchmarks and 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 context was based on real-world experiences and situations, which is appropriate and relevant 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 context was based on real-world experiences and situations, which is appropriate and relevant to students. This will directly correlate with student interests, thus making the context both meaningful and exciting for students. Students that can make these connections will automatically be vested in the mathematics, and thus be more successful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	There were a myriad of connections to the STEM world, as well as art. However, there were not as many connections made to History and English Language Arts.
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	All representations were fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	People and animals are portrayed with sympathy, compassion and appropriately.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The material more than sufficiently covers the content

		of the benchmarks and standards for this course.

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	There were sufficient resources for the students and teachers to utilize in the course. Each lesson had multiple activities and accompanying problems and the teacher's edition was thorough. There were also a plethora of Mathia lessons that correlated with each lesson. There did not seem to be a lot of resources for enrichment; however they might have just not been included in the materials that accompanied the bid
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The alignment was comprehensive.
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 lessons and sequence had a nice flow to them. It felt logical and organic and would be easy for a teacher 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.	5 - Very Good Alignment	Students will be able to understand the content at an appropriate level. The narrative felt like it aligned with what a student in this grade band would need. The visuals were clear and not overburdened by unnecessary information. It felt like a myriad of learners would be able to access the instructional materials and be successful with it.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	This was definitely a strong point of the series - it felt like the material was just the right amount for each lesson. It did not feel like the lessons were bare-boned, but it also did not feel like there was extraneous material that was unnecessary. Teachers could easily fit these lessons into the prescribed time period and not feel overwhelmed.
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 has all of the necessary supports to aid students, such as presentation and navigation that is adjustable and flexible, as well as study tool resources and other assistive supports to assist all students in learning.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The materials were presented in a clear, easy to view and comprehend format that will appeal to all types of learners.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There were activities that were high-interest, which will appeal to all types of learners.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The instructional materials did a great job of teaching "Big Ideas". The series pushed the idea that it is okay to make mistakes, and that this is how we grow for example.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson began with a clear overview of what would be

		covered in the lesson and what the lesson would teacher students. It was very clear what the desired outcome of each lesson was and all of the information related to the lesson (standards, learning progression, etc.) were very clearly stated
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	This series had strong questions for discourse as well as encouraged students to analyze their work and the work of others to improve their mathematical thinking. The series pushed for students to be independent learners and thinkers and not to just regurgitate information or follow simple formulas. Students took their learning to the next level and really applied the mathematics.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The curriculum took into account students of various developmental backgrounds and learning styles. It definitely complied with an ideal UDL model and took into consideration the learning needs of ELL and ESE students as well as students on a 504.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Many of the lessons and activities in the series were high engagement type ones; students were actively, not passively participating in the mathematics. There were many opportunities to collaborate with peers, and to work on problems and inquiry based questions that did not

		just require simple rote memorization of formulas.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There were many activities for students to complete, both in their print books and on Mathia. This allowed students to extend their knowledge and expand their practice on the various standards. It would have been nice to see more enrichment opportunities though.
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 included many strategies that have a proven success rate with teaching students including providing strong questions for discourse, following predictable and reliable frameworks for analyzing student work, etc. There were many routines that students would become familiar with, such as Thumbs Up, Thumbs Down, Who's Correct and Worked Examples.
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 included in the materials were best practices and would be effective in teaching the targeted outcomes. There were many opportunities for students to collaborate with peers, for students to reflect on their own work and for students to engage in active discourse with both the teacher and their peers. All of these strategies are best practice.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	There were a lot of assessment strategies incorporated into

		the Mathia portion of the program as well as printed assessment resources. These provided lots of opportunities for summative assessments. There were some formative assessments embedded in the series although more could be added to enhance this portion of the program.
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 summative assessments were completely sufficient to assess learners' performance. The formative assessments were a great start, but could b expanded upon in the future.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All of the best practices of UDL were present and implemented in this series.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTRS were present throughout the series and provided a foundation upon which the lessons were designed. There were also some ELA strategies embedded throughout the series.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission completely satisfies learning requirements. Students will receive a comprehensive education with this series. Between the digital resources (such as Mathia) and the print resources, students will have sufficient learning and practice time in both collaborative settings and independently.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The materials did not include any materials related to 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	The instructional materials omitted Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no mention of Social Justice as it relates to CRT present in the 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	The instructional materials do not solicit Social Emotional Learning.

Reviewer's Name: David Aldred

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 357

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of prohibited material. Problems reflect real-world and practical application of math principles

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: 1205040 - Grade Seven Mathematics

Bid ID: 357

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	You would only highlight by selecting the annotation button, but the box was around the words, it was difficult to select one word at a time
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Users can only use the keyboard to scroll up or down and not horizontally which is how the site is set up. Users have to use the mouse to navigate to the next page.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided, but I was unable to take notes without being kicked into another page. I'm not sure if it was because I wasn't a "student" in the class that prevented me from gaining access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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 interface is not user friendly. Text to speech is hard to find, not highlighting support when text is read.

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: David Lee

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 357

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 textbook and Mathia provide a solid system of support for both educators and students. Animations in MATHia are very nice. They are short have closed captions for English and Spanish. The animations can also be downloaded. A concern is that Carnegie "highly recommends" using the given sequencing (see pg. FM-8). Given the unknown of

	how the F.A.S.T. progress monitoring will be implemented such a rigid curriculum could be an issue. I would also recommend for future reviews Carnegie fix the short videos for "Explore the Resources" as it currently only loads standards navigator. None of the rest of the videos worked. There was also an issue with accessing some of the Mathia activities.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	The standard is met. The format of the student edition and teacher edition are nice.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Problems require students to compare and contrast, describe their reasoning, and use models.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	The activities promote mathematical reasoning, incorporate ELA standards for justifying reasoning and summarizing properties.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Book and Mathia require students to explain, justify, and solve problems.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Make realworld connections to mathematics using

			examples that are relevant to students not outdated problems.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Students look for more efficient strategies and real world problems.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Incorporate peer analysis
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	mathematical problem solving, peer analysis, activities
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	mathematical problem solving, peer analysis, activities
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	Book activities are aligned, Mathia were locked
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	Book activities are aligned, Mathia were locked
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Book activities are aligned, Mathia were locked
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Problems are good and likely encourage student engagement
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	5 - Very Good Alignment	students analyze and interpret data. Incorporates writing.

	make comparisons, interpret results and draw conclusions about the two populations.		
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Relates circles to topics students know, has them working with a peer, and creating their own pie charts.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	formulate questions, determine statistical methods.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Easily supports different activities and differentiation.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Good problems in textbook and Mathia. Differentiated for students.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Problems are good foundation for future math classes.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	Problems are good foundation for future math classes.

MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Good investigation activity.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Good examples and promoting of mathematical discourse.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	hands on activity, problems are aligned to standard
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Good problems in textbook and Mathia
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	Good examples and use of multiple representations
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	use patterns and structure to help students understand negative values

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Textbook and mathia are aligned to the standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Textbook and mathia are aligned to the standard.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	MTR is embedded throughout the textbook and Mathia using realworld problems..

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	ELA standard is embedded throughout the lessons. Supports student learning with mathematical vocabulary.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	ELA standard is embedded throughout the lessons.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	ELA standard is embedded throughout the lessons.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	ELA standard is embedded throughout the curriculum providing students to discuss, write, and share ideas.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	ELA standard is embedded throughout the curriculum

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	ELA standard is embedded throughout the curriculum
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Supports ELL students by providing resources to assist in comprehension of mathematics.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Provides ELL students with opportunities to interact with peers.

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	Curriculum aligns to the state standards and learning objectives for 7th grade math.
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 appropriate and incorporates much needed practice.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Curriculum is adaptable however sequencing is less flexible.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Detail is sufficient for students to understand the material. Carnegie acknowledges the connectedness of mathematics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	There is a variety of DOK levels for questions that meet the standards.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The combination of book problems and Mathia problems will meet the needs of 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.	5 - Very Good Alignment	Suggested pacing is good. Curriculum is designed for about 150 days of 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	Primary and secondary sources cited incorporate research (evidence) based best practices.
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 instructional strategies that have been proven to be effective and do increase the quality of the material.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Did not notice during review 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	Material is 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).	5 - Very Good Alignment	Material represents 7th grade math using effective theories, concepts, 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	Material reviewed appeared 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	Supported by Carnegies research website and teacher implementation guide
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	material is both relevant and appropriate for 7th grade mathematics

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Material is both relevant and appropriate for students taking 7th grade mathematics.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Curriculum provides many examples and problems that make connections between mathematics and real world.
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 are 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	Material reviewed appeared to be free 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).	5 - Very Good Alignment	Material reviewed appeared to be compassionate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The B.E.S.T. 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.	5 - Very Good Alignment	The curriculum does not appear to need any supplementing of resources.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The 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	The curriculum is provided in a logical order for the seventh grade.

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	Student edition is organized, is visually appealing, and uses nice coloring to maintain student interest.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Suggested pacing is provided as well as resources to help teachers plan for all students to achieve mastery.
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	Differentiation strategies are incorporated as well as common msconceptions. There are many choices for assistive supports including high contrast backgrounds, text to speech, ppt & slides allow for text size manipulation, video captions, different highlighter colors, and note-taking 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).	5 - Very Good Alignment	Both the teacher and student edition are well laid out. The material provides a way to engage students prior to the lesson, activities to work with peers, sequencing for students not on level and those that are on level in a nice flowchart connected to Mathia. Also included are suggested lesson pacing as well as a planning document for the teacher with key terms, pacing, and room for notes. Finally a form for the teacher to reflect on what went well and what did not.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content looks appealing and with the setup could motivate

		learners to want to learn. There are different strategies such as collaboration, graphic organizers, etc that may help 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	Teacher edition provides a list of the essential key ideas for each lesson. Links are provided for language, and questions types are presented for promoting discourse.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Materials provide clear statements supporting teachers in sharing big ideas and learning outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Scope and Sequence states there are about 52 days of individual learning built into the curriculum. Mathia provides support for students to learn individually.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Material provides examples of ways to reach all students using differentiation strategies. Carnegie also supports differences with their UDL design.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Students have plenty of opportunities to work together such as with pairs as well as individual practice to stimulate students mentally.
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 provides plenty of activities designed to complement the lesson, goals, and objectives.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are different types of instructional strategies included to help students be successful with the curriculum such as questioning, differentiation, EL support (limited mainly to Spanish), and others listed in the teacher implementation guide.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies provided are grounded in research.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Students are able to demonstrate their mathematical knowledge and reflect upon their learning experience. Assessments are also provided using the digital tools of the program.
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 component is designed to monitor student progress. Their is a readiness check, supplemental learning to fill gaps, progress monitoring, and summative assessments.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Listed in the document IM12.
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	Embedded in the curriculum
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Overall, the material provides teachers with the resources and strategies needed to support student learning.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Does not appear to have CRT in the material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Does not appear to have CRT in the material.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Does not appear to have social justice as it relates to CRT in 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	Does not appear to have Social Emotional Learning.

Reviewer's Name: Amanda Melvin

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Mathematics

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Course: Grade Seven Mathematics

Bid ID: 357

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?	1 - Very Poor/No 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 is lots of practice problems, but there does not seem to be any instructions on specific concepts. Students do learn by activities, but the basic background must be established. Navigation within the sources was difficult and the assessment component was not found. The online component is

	not user friendly (student or teacher. The textbook looks to busy.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	add/sub linear equations
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	equivalent linear equations
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	one-step equations
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	3 - Fair Alignment	two-step equations
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	3 - Fair Alignment	Percentages and ratios
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	previous understanding of ratios
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	conversions of units
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	determine if two quantities are proportional

MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	constant of proportionality
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	graphing proportional relationships
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	translate proportional relationships from description, tables, or equation
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	solve real world problems involving proportional relationships
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	3 - Fair Alignment	determine appropriate measure of center
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	3 - Fair Alignment	use measures of center to make comparisons
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	random sampling and making predictions
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	3 - Fair Alignment	proportional reasoning
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	3 - Fair Alignment	choose appropriate graph
MA.7.DP.2.1	Determine the sample space for a simple experiment.	3 - Fair Alignment	sample space

MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	3 - Fair Alignment	probability
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	theoretical probability
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	experimental probability
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	areas of trapezoids, parallelograms, and rhombi
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	area of composite figures
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	proportional relationships between circumference and diameter
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	area of circle
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	scale drawings and scale factors
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	SA of right cylinder net
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	SA of right cylinder
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	volume of right cylinder

MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	3 - Fair Alignment	laws of exponents
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	rewrite rational numbers in equivalent forms
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	multi step order of operations
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	add, sub, multi, divide rational numbers
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	solving real world problems with rational operations
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	student develop their own knowledge in math
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	4 - Good Alignment	students demonstrate understanding in various ways

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

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

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

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

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	alignment with subject and grade level
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 standards and benchmark
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	adaptable material
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	details are sufficient for students to understand
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	content matches standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	content matches student ability 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	content time of teaching 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	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.	3 - Fair Alignment	quality of content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	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	material 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	content represents 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	materials are 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	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	content presented in an appropriate manner
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	2 - Poor Alignment	content is relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	content connects to real life
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	material is presented in different ways.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	4 - Good Alignment	multicultural evidence is present

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).	4 - Good Alignment	no mistreatment of humans, or animals
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	overall

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	teacher resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	major tool
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	organization of materials
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	readability
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 of 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).	2 - Poor Alignment	access to the presentation of 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).	3 - Fair Alignment	overall presentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big Ideas
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Explicit instruction
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	guiding students to become independent learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	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	active participation
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	organized activities
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Targeted strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	effective instructional strategies
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	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.	1 - Very Poor/No Alignment	assessment incorporation
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	materials 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?	4 - Good Alignment	ELA incorporation
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	2 - Poor Alignment	learning requirements 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	CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	instructional materials omit culturally responsive teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	social justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL

Reviewer's Name: David Aldred

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 7

Bid ID: 358

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Excellent real-world and practical examples. One problem I thought could lead to a discussion of race was " Government agencies and civil rights groups monitor enrollment data at universities to ensure that they fully represent different groups. One study focused on the enrollment of females at a particular university. The study found that three out of every five students enrolled were female."

Reviewer's Name: Jennifer Dormichev

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Accelerated Mathematics

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Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 358

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 text is written at a high level of rigor and text complexity. As I reviewed the text, I had to keep reminding myself that this text is meant for the advanced learner and that some of the content might not work for lower level students but gifted students would love it and engage in it eagerly. The content is fully covered and uses examples with

	which the students have familiarity. I highly recommend this text for adoption.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	This text teaches many ways to write and solve two-step equations.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	There is a typo in the worked example that lists oz instead of kg. This standard is taught.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	This standard is taught at a high rigor.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Another error in the first example. The numbers in the table are 30 and 60, the solution shows 30 and 120. The standard is taught at a high level of rigor.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	The standard is taught.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	It seems this standard is not taught explicitly but in a blended way.

MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	This standard is taught with a high level of rigor
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Very nice treatment of this standard
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	This text teaches this standard fairly well. I wish there were more examples and nonexamples.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	I enjoyed the methods used in this chapter. The standard was taught with high rigor.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Taught this standard well.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Taught at a high level of rigor.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Taught this standard well.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Very well done on the variety of real world situations.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Great variety of examples.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to	5 - Very Good Alignment	This standard is covered well.

	whole-number exponents and rational number bases.		
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	This standard is done well
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	This standard is covered well
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	I see clear evidence of this standard
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	I see clear evidence of this standard
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	So many ways to solve! Some I would never have thought to do
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	This standard is covered well.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	This standard is covered well
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	This standard is taught at a high level of rigor
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	This standard is taught well

MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	This standard is covered very well
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	5 - Very Good Alignment	Yes, I have seen this standard in the text
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	I see evidence of this standard.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	This standard is taught in this text
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	This standard is taught in this text
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	This standard is taught in the text
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	I find plenty of examples of creating a scatter plot and a line of fit. I don't see when one is more appropriate as stated in the standard.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	This standard is evident in the text.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	I see this standard taught well

MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	This standard is taught
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	This standard is taught in the text
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	This standard is taught well
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Yes, this standard is taught with all variations
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Yes, this standard is taught well
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	This standard is taught well
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	This standard is taught well
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	This standard is taught in a fun and engaging way
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right	5 - Very Good Alignment	This standard is taught very well

	triangle can be formed from a given set of sides.		
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	This standard is taught at a high level of rigor
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	This standard is taught very well
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	This standard is done well
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	Excellent job with this standard
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	I have seen evidence of this standard in the text
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	This standard is evident in the text
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	The text teaches this standard well
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	The text teachers this standard
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	This standard is taught well

MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	I have seen evidence of this standard in the text
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	This standard is taught well
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	This standard is taught well
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	This standard is taught with high level of rigor
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	This standard is taught well
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	I like the teacher guidance to facilitate perseverance, , collaboration, and discussion.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	I have noticed plenty of evidence of solving multiple ways
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	There is plenty of practice that helps with fluency
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	A lot of recommendations for discussions and defending student decision making

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	I saw evidence of patterns being used to help understnad
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	This standard was woven throughout the book

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	This standard was evident throughout the text
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	I suppose the justifications could be considered text citation
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	It is complex text but grade appropriate
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	I saw evidence of students making

			conjecture and then proving it.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The text often asks students to collaborate, teachers must facilitate this process
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	This is evident in the text but teacher must use it.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	I like the examples of other students and their explanations, it can support students using proper academic language in the classroom
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	There is a google translate feature, glossary, and plenty of explanations of vocabulary

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 text covers the curriculum well
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the level of an advanced 7th grade student
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	This text is very user friendly and definitely can be adapted to 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	I found sufficient details for the students to understand the importance of the topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	This text seems to be at a high level of rigor throughout
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 higher level of text complexity and difficulty fits with the fact that this text is meant for advanced students
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	There is a lot of content to be covered but these are advanced students that can move more quickly through the material
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	It seems that the cited 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	The cited sources add to the quality of the materials
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	I saw a few errors throughout the text
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 saw 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	Students were taught or reminded of theories and mathematicians
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material is factual

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	This content is up to date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is presented well and properly
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 appropriately to an advanced learner
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Plenty of real world connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	I suppose there were connections to science, I don't recall any other 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	I saw no unfair or biased portrayals. I didn't see a lot of people, mostly names and pictures representing the task at hand.
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	Not a lot of pictures of people or animals, those I saw depicted them properly
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	This text covers the content 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.	5 - Very Good Alignment	There is a consumable textbook and online support

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All supporting activities are aligned 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	Excellent materials to support learning
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	Plenty of graphs, visual representations, and explanations
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 to an advanced class
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	There are a number of tools available for students who need assistive supports
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	This text has good presentation including all supporting content

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	I feel the teacher would be the true motivator, not the text but there are occasional mentions of perseverance
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	This text is broken into modules and then further separated into lessons which make sense
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Objectives are notated, good hooks, and ultimately learning outcomes

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	This book provides opportunities for collaboration, and then independent work and comparison
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	There are assistive supports available
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	This book is highly engaging and rigorous
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	I love the activities that then spark understanding and curiosity in the 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	Yes, there are partnering opportunities and individual
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Effective teaching strategies abound
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	I found these materials to be quite comprehensive and learning outcomes should be easily achieved
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Effective assessments are apparent
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 incorporated in this text
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	Appropriate application of BEST and ELA and 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	This text is highly rigorous and supports learning this content

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

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 358

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	You would only highlight by selecting the annotation button, but the box was around the words, it was difficult to select one word at a time
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Note taking icon and tools are provided during the modules
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Note taking icon and tools are provided during the modules
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided, but I was unable to take notes without being kicked into another page. I'm not sure if it was because I wasn't a "student" in the class that prevented me from gaining access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Catherine White

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Accelerated Mathematics

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Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 358

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.	Based on my evaluation scores and the material's alignment to standards, I have reservations about recommending this instructional material for adoption. It is possible that the resources are aligned to the standards/benchmarks; however, it was extremely challenging to locate the benchmarks within the student or teacher texts. The benchmarks

	are not listed in the student consumable, and there is no table of contents with page numbers. It was necessary for the reviewer to go to the front of the book, locate the standard, locate the module, and then locate the page number. The publisher notes provided within the rubric were often not helpful, as many times they were misidentified or missing. It is possible that the text was updated after the rubric was created. The books are broken down into modules, topics, sessions, activities, and lessons which leads to more confusion because there are too many parts, there is no clear delineation between the parts, which then makes it difficult to navigate the resources. A module, topic, lesson, session, and activity number on every page would be beneficial for teacher ease of use. Teachers have to go back and forth between teacher and student documents, as well as multiple volumes of the teacher's edition to find the correct standard and lesson. An inexperienced teacher may have great difficulty trying to figure out the resources, which is a concern. The sequencing and progression of the standards do not always appear in a logical order, which may require teachers to skip forward and backward within the materials so that the content aligns. The student text includes many word problems and story lines, which are not conducive to ELL students or struggling readers. There is a Spanish resource available, but the text relies on Google Translate for any other language. There were limited visuals and scaffolds within the student text. Students reading significantly below grade level are asked to consider Carnegie Learning's Fast ForWord program, which appears to be a supplemental program. There is an over-reliance on the Mathia online component of this instructional material, and the teachers edition recommends that teachers will spend 40% of their instructional time "monitoring students as they work individually." Additionally, the teacher's edition states "Over the course of a year, you will spend approximately 60% of your instructional time teaching whole-class activities." Would like to see research or reasoning that supports student learning in this manner at the middle school level. It was also noted that students could continue clicking within the software and

	would then be provided with the correct answer. This could lead to inaccurate "just in time" supports being provided to students, and potentially cause them to be working in below-grade-level standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	3 - Fair Alignment	The student text has students moving from a double number line into evaluating the work of other students. However, I do not see explicit instructions for teachers or students to balance the equation before students are asked to evaluate examples.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	Module 2 Topic 2 Lesson 1 Activity 3 begins to get into 7.AR.3.3. Activities 1 and 2 do not involve the conversion of units.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Instruction focuses on the connection to ratios and on the constant of proportionality
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	Includes practice with tables, graphs or written descriptions of a proportional relationship
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships	3 - Fair Alignment	Lack of explicit practice/instruction/visuals in student text that

	from a table, equation or a written description.		includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	More practice in the mathia software than in the student edition
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Same lessons that are identified above.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Lesson 4 does Use proportional reasoning to construct, display and interpret data in circle graphs.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	3 - Fair Alignment	Did not see examples of box plots or stem and leaf plots in student edition
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	May go beyond the standard with the parts of the circle
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Includes fractional parts of a circle as well as real world examples
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	3 - Fair Alignment	Difficulty finding instruction that includes the understanding that if the scaling factor is k, then the constant of proportionality between corresponding areas is k^2 .
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Use of nets and visual examples

MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	Limited real-world/relevant examples. One example uses rebar in the text. Would be good to have a picture for students to understand what the problem is referring to.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	3 - Fair Alignment	Many examples using canned food. Lack of real-world application problems for students.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Includes laws of exponents table and student practice
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	Topic 1 Lesson 2 is aligned to the standard, but a lack of visual examples for students to develop understanding.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	4 - Good Alignment	Limited student practice generating equivalent algebraic expressions with monomial bases
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	Student text provides limited examples.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	4 - Good Alignment	There are student cut outs, but it is unclear from the teacher text how this is to be used.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	4 - Good Alignment	Additional practice in online component. Practice is limited in the student text.

MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	3 - Fair Alignment	Only found one example of two-step inequalities in the student or teacher text. Practice was placed in the online software.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	3 - Fair Alignment	Goes beyond the benchmark. Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	The publisher refers to Module 2 Topic 3 Lesson 1, but that is a lesson on Pinch Zoom Geometry, not post-secondary proportions. However, Topic 4 Lesson 1 is on Proportions.. The example is the ratios of males to females at a university.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	3 - Fair Alignment	Could not locate in TE or SE explicit instruction regarding slope intercept form. The benchmark states "Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form." Although there is practice with tables, graphs, proportional, and

			linear relationships in the book, but there is some practice in the online software.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	Module 2, Topic 2, Lesson 3 is not about proportions and linear relationships as the publisher stated in the notes. It is about dilations and symmetry. In Module 3, I did find examples of slope and linear relationships, with a mention of slope intercept form in Topic 2 Lessons 4 and 5.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	I was able to find evidence that matched the benchmark of "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"
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	4 - Good Alignment	Limited amount of student practice in the student edition.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Limited amount of student practice in the student edition.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Limited amount of student practice in the student edition.

MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	Module 4, Topic 1, Lesson 3. Limited amount of student practice in the student edition.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	The resources provide some practice on association.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	The resources provide some practice on association.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	3 - Fair Alignment	Difficult to find in the text - no guidance provided. Student examples in the online software.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Mathia software has additional practice
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Module 4 Activity 2: students calculate the theoretical probability that the sum of two number cubes is even or odd.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	3 - Fair Alignment	Module 3 Topic 4 Lesson 1, as identified by the publisher, does not align to 8.F.1.1. It is about sequences with numbers and geometric sequences. However, Module 3 Topic 4 Lesson 3 does address functions.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	4 - Good Alignment	Addresses graphs, input output tables, and mapping. The examples of functions as mappings from inputs to outputs could cause student confusion.

MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Limited practice and examples.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Builds connections, provides visuals and practice
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Instruction includes making connections between distance on the coordinate plane and right triangles. Does not require students to memorize the distance formula.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	A bit disconnected. Part of this standard appears in Module 1 and the other part appears in Module 5.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. Students have to draw their own angles. Would benefit from more visuals.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.

MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	Problems include representing angle measures as algebraic expressions. Students are expected to draw their own polygons and would benefit from more visual examples before decomposing shapes.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	3 - Fair Alignment	Students would benefit from additional examples and proper math terminology as opposed to "slides, flips, and spins" For teachers without access to patty paper, this lesson could be difficult to implement.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	3 - Fair Alignment	Module 1 Topic 2 Lesson 1 is "Special Delivery" on special angle relationships, not "pinch-zoom geometry" as indicated. I found the indicated lesson in Module 2 Topic 3 Lesson 1. Students are given images without graphis. This could be confusing to students as they explain how the image changed.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	Mathia software provides additional practice
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	3 - Fair Alignment	Not Module 1 Topic 2 Lesson 3. Is in Module 2 Topic 3 Lesson 3. Limited real world examples.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers	3 - Fair Alignment	Venn diagram on real numbers. Limited practice

	within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.		with use of number line and rational number approximations, and recognizing pi as an irrational number.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	Venn diagram on real numbers. Limited practice with use of number line and rational number approximations, and recognizing pi as an irrational number.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	Module 5: Relating Numbers and Powers Topic 3: Exponents and Scientific Notation Lesson 1: The Power of Generational Change, Laws of Exponents
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Express numbers in scientific notation to represent and approximate very large or very small quantities.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Provides practice with Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	3 - Fair Alignment	Provides limited practice solving real-world problems
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	3 - Fair Alignment	Provides limited practice solving real-world problems

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

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

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

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Provides opportunities to students to work with ELA standards, but the standards were not clearly identified within the text.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Provides opportunities to students to work with ELA standards, but the standards were not clearly identified within the text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Provides opportunities to students to work with ELA standards, but the standards were not clearly identified within the text.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Provides opportunities to students to work with ELA standards, but the standards were not clearly identified within the text.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Did not see specific ELA structures referenced, but students do have the ability to demonstrate or create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Provides opportunities to students to work with ELA standards, but the

			standards were not clearly identified within the text.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Support for Spanish speakers, but not speakers of other languages.

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	It is possible that the resources are aligned to the standards/benchmarks; however, the reviewer found it difficult to locate the benchmarks within the student or teacher texts.
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 content appears to go beyond or not meet the skill level of the benchmarks in a number of areas.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	I could not find any editable resources. However, the Mathia online portion says that it is adaptive. One downside is that the TE states "Over the course of a year, you will spend approximately 60% of your instructional time teaching whole-class activities. Over the course of the year, you will spend approximately 40% of your instructional time monitoring students as they work individually." Pg FM-5. Does not appear to lend itself to teacher-led small groups or differentiated instruction.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	There are a number of story lines throughout the student text without a lot of visuals. It makes the content confusing.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The printed text do not appear to match the complexity of the standards, but the Mathia online software could.
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 teacher would need to do a fair amount of prompting to get students to understand the lessons within the text. There are a lot of discussion questions embedded without a lot of skill practice.
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 teacher's edition provides time allotments. Most appear to take up to one 45-minute class period, but some may take longer. There are differentiation pieces in the TE, but the teacher has to search to find them.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Did not see citations, other than the Florida BEST standards.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	There seems to be an over-dependence on the Mathia online software in this text.
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 come across any typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material appears to be free of bias and contradictions. One lesson focused on male vs. female college students, which may be inflammatory in today's society.

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 guiding principles found within the TE are representative of the discipline. The text would benefit from more visuals 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 texts appear 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	The content appears to be up-to-date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Not all examples provided are representative of middle school student interests or knowledge. For example, universities might still be a foreign concept to students, as well as the relevance of measuring the volume of canned goods.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The titles of the lesson appear to be representative of student nomenclature in today's world.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Connections to animals, games, and racing, are some examples used.
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 STEM and language links embedded throughtou.
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	There are no pictures of people throughout the texts. However, the names used appear to portray a variety of genders and ethnicities.
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	Did not see evidence to the contrary for any of these items.

21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	In general, there is a fair alignment to the benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	It appears that the teacher will need to find supplements to provide proper scaffolding to students.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	The major tool does not appear to match the Mathia online software. They appear to be independent of one another with the online software being adaptive.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	The content does not appear in a consistent or logical organization. Module 1 is relating geometric objects, Module 2 is proportionality, Module 3 is algebraic reasoning, module 4 is statistics, and module 5 is the real number system, Pythagorean Theorem, exponents, and scientific notation. If taught in this order, students may struggle with building mathematical knowledge.
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	The instructional materials for both the teacher and student require a large amount of reading and writing, which may not be appropriate for student abilities. There are some visuals for students, but not to the extent that may be

		necessary to build student understanding.
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 TE provides median student completion time as well as workspace for teachers to jot their own 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).	2 - Poor Alignment	Difficult to locate resources that aid students with disabilities.
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	Both the teacher and student editions are bulky soft-cover books. It is not easy to find related page numbers or standards. The online component was a PDF of the books, which also did not include a linked table of contents. The reviewer had to use the website's search feature to search for key words within the textbooks in order to find related standards. It required quite a bit of back-and-forth between the TE and SE to figure out what the assignment was asking of students. The TE indicated that there was an online video component, but this was not provided consistently and the links did not always work.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	The student text did not include visuals to motivate students and the size of the

		textbook could be disheartening to students. The online Mathia software allowed students to click through until the software provided them with the correct answer.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	2 - Poor Alignment	Due to the number of Modules, Topics, Sessions, Lessons, the "Big Ideas" became lost and confusing. The pages do not indicate which module the teacher or students are in, and the standards are not incorporated throughout the text.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	The TE includes connections to prior learning and connections to future learning. The Mathia online software does provide more visuals and ways to monitor student progress than the text.
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 is a heavy dependence on the online software in these resources. For students lacking devices or internet connectivity, they will not be provided with the same opportunities to become more independent learners and thinkers. Student examples in the printed text rely on whole-group instruction from the teacher.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The TE references the use of rulers, protractors, patty paper, etc. There are also online resources and a printed text.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials require students to participate in reading, writing, and discussion strategies.
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 appear to be logical extensions of the content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Targeted instructional strategies are vague. For example, one differentiation strategies says "rather than having them cut out the figures, have students trace one or more of them onto patty paper." Pg. 12A. This is not a differentiated teaching strategy in terms of content, and dose not address how to work with different levels of students.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Targeted instructional strategies are vague. There are supports for common misconceptions, but not specific teaching strategies on how to address the misconceptions.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessment strategies were not clearly identified within the printed materials but could be found online.
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 resources provided ample opportunity for student discussion, but are not necessarily scaffolded with specific student look-fors. For example, a student look-for in the TE states "Continually encourage students to appreciate different

		perspecties and ideas, and use appropriate voice and tone as they work together during the year." Specific skills and terms are not identified for the teacher.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	It appears that school districts are encouraged to purchase an additional program to help students. For example, pg. FM-51 states "If you have students reading significantly below grade level, consider Carnegie Learning's Fast-Forword program."
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	There are ample opportunities to incorporate ELE expectations and/or Mathematical Thinking and Reasoning 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	Features of this program appear to have FAIR alignment to 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 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

Reviewer's Name: Thomas Womble

Title: Carnegie Learning FL Middle School Math Solution, Grade 7 Accelerated Mathematics

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 358

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.	Lessons are put together with thought to the level of the learner and their anticipated abilities. The digital material is interactive and will keep the students engaged in the material. There will, most likely, need to be suggestions through pace charts or training that will allow the teacher to best use the digital content.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	The standard is covered well with excellent online resources.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Very good real world examples.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	All three mediums are included with real world examples.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Examples are given with real word scenarios.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Examples are given with real word scenarios.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Good lesson. Great online resources.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Real world examples are topical.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Lesson is done well.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Standard is covered.

MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	2 - Poor Alignment	Do not see applicable standard in material given.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	Area of a circle is applied in real world context.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Lesson done well. Good online content.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Surface area lesson is done well.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Real world scenarios included in the lesson.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Real world scenarios included in the lesson.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Standard covered in material.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	Standard is covered well.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	Standard is covered well and has excellent online material.

MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Standard is covered well.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Lesson covers the standard well.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Good lesson and useful digital resources for this standard.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Good lesson and excellent online resources.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	Lesson is done very well.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.

MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	Real word scenarios included in lesson.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Real world scenarios are included in the lesson.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Real world scenarios are included in the lesson.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Lesson covered well.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Lesson covers the standard well.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Lesson includes topical real world scenarios.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Lesson is done well.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	1 - Very Poor/No Alignment	No resources given for standard.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	1 - Very Poor/No Alignment	Lesson for standard is not complete.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.

	integer exponents and rational number bases, with procedural fluency.		
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	Lesson is done well to cover the standard and has good digital resources.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	3 - Fair Alignment	Lesson is done well. Would like to see an online resource for this material.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	3 - Fair Alignment	Lesson is done well. Would like to see an online resource for this material.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Lesson is done well. Would like to see an online resource for this material.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Well said in description and observable in curriculum.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Standard covered well.

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Could use more fluency exercises, but it is an easy supplement.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	4 - Good Alignment	Good alignment.

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

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

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Done well.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Done well.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Covered in 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	Aligned well.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Correct skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Easy adoption. May need training for how best to use the consumable with the digital content.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Aligned well.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Aligned well.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Aligned well.

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	Length of lessons seem to be of appropriate length, but there is not time built in for practice with the digital material.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Aligned well.
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	Aligned well.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Aligned well.
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.
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 well.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No errors found in given resources.
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.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Aligned well.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Aligned well.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Aligned well.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Aligned well.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No unfair bias noticed.
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	Aligned well.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Aligned 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	Teacher may be required to prepare fluency exercises, especially if use of the digital material is not available in their classroom.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Done well.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Aligned 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.	5 - Very Good Alignment	Aligned well.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The pace is appropriate.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Aligned well.
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	Aligned well.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Aligned well.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Information is chunked appropriately.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear learning goals are presented before 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	Aligned well.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Aligned well.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Aligned well.
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	Aligned 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.	5 - Very Good Alignment	Aligned well.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Aligned well.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments seem to be fair.
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 seem to be fair.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Aligned well.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Aligned well.
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 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	Not in material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Not in material.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Not in 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	Not in material.

Reviewer's Name: David Aldred

Title: Carnegie Learning FL Middle School Math Solution, Grade 8 Mathematics: Pre-Algebra

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 8 Pre-Algebra

Bid ID: 359

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 application of math knowledge was for practical application to real-world problems. No evidence of prohibited material.

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Middle School Math Solution, Grade 8 Mathematics: Pre-Algebra

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: 1205070 - Grade Eight Mathematics: Pre-Algebra

Bid ID: 359

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	You would only highlight by selecting the annotation button, but the box was around the words, it was difficult to select one word at a time
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided during the modules

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Joanna Pitts

Title: Carnegie Learning FL Middle School Math Solution, Grade 8 Mathematics: Pre-Algebra

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 359

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.	Strengths: Each lesson gives students an opportunity to reflect on their learning. This is a great tool to use for a quick assessment on which student may need extra practice or more challenging practice before continuing to the next lesson. All material is very easy to access through the teacher implementation guide. Every lesson is based on real world examples

	that require students expand their thinking and challenges them. The MATHia program is a great digital tool that can be used in numerous ways from homework practice, distance learning, extra classroom practice, etc. I love that in the scope and sequence, each topic is given at least 3 days for independent practice and review. This gives the teacher some flexibility in teaching the lessons just in case there needs to be some leveled practice or reteaching. Weaknesses: There doesn't seem to be an easy flow between lessons. There are review sections to build onto the skill, but there are not many instances where there is a clear connection for students to see between prior lessons. The MATHia program seems to have more clear and concise instruction than the actual textbook lessons. The lessons have a lot of reading involved, which can be overwhelming to students. There needs to be more direct practice of skills in the lessons.

Standard	Description	Reviewer Rating	Rating Justification
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	3 - Fair Alignment	Examples and practice problems align to standard; benchmark example uses word "equivalent". More problems could be used in the lesson where students give "equivalent" expression or choose an equivalent expression.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	3 - Fair Alignment	0Instruction and practice in Module 5 covers this standard, but it is very minimal.

MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	4 - Good Alignment	Topic is touched briefly in Lesson 2, Mathia activity gives students good review and practice of skill
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	4 - Good Alignment	There are plenty of examples and opportunities for guided practice in the lessons that match this standard
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Inequalities and equations are taught in the same lesson; this helps to connect that the steps are similar to solving both
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	Lesson reviews skill before going more in depth; mathia practice involves more complex problems solving to practice skill
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Examples and lessons follow benchmark clarifications
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	3 - Fair Alignment	The lessons connect slope to unit rate; problems given are real world problems that students can relate to.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	3 - Fair Alignment	Lessons need more representations in various forms, most of the problems given to students use graphs

MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	Real world problems are given; more representations could be used such as written descriptions
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	Lessons address the standard and follow the same type of question as given in the benchmark example as well as the benchmark clarification.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	3 - Fair Alignment	Focus of the lesson seems to more on using the graph; the benchmark clarification focuses on satisfying both equations.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Lesson organizes information well for students to see the difference in the number of solutions
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Students are expected to use prior knowledge of equations and solving systems of equations graphically to complete problems in this standard; the lessons give plenty of real world problems to achieve this.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	3 - Fair Alignment	Lesson address interpreting scatter plots; there could be more practice with

			comparing two different graphs or tables
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Lesson address positive, negative, linear, nonlinear, strong, weak association as well as outliers
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	Lesson has plenty of real world examples with graphs and interpreting lines of best fit
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Mathia and textbook lesson aligns with standard and follows benchmark clarifications
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Lessons align well with standard
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Problems given in lessons are real-world problems that students can relate to
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	3 - Fair Alignment	Information identifying functions seemed to be all over the place; I did not find where all information was organized in one lesson on identifying functions
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output	4 - Good Alignment	Lesson does focus on input and output and relates it to linear and nonlinear functions.

	table, determine whether it could represent a linear function.		
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	Lesson gives real world examples and has opportunities where students can explain graphs by using increasing, decreasing, constant as part of the vocabulary.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Pythagorean Theorem problems are real world context
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Lesson addresses distance between two points on a grid using connections to Pythagorean Theorem
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Lesson uses hands-on activity to explore standard
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Lesson matches standard; I really like the practice on the MATHia program
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Lesson instruction and practice addresses standard and benchmark clarification
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	Lesson addresses standard and uses

			triangle sum theorem in the problems
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	Lessons address all types of transformations and require students to describe and use transformations to prove congruence or similarity.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	4 - Good Alignment	Students are given real world examples; are asked to dilate figures and calculate scales; lesson connects the dilations to proportions and indirect measurement
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	Lessons follow benchmark clarifications
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Lessons aligns with standard
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	Lesson and MATHia lesson aligns with standard and benchmark clarifications
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	The lesson focuses more on square roots and cube roots than actually comparing rational and irrational numbers. The MATHia program has good instruction and

			practice for this standard.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	3 - Fair Alignment	No clear indication of integer exponents in the lesson
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Good introduction to scientific notation for students to become familiar before working further; real world type examples are given for practice
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Lesson connects skill to previously learned skills from prior year
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	All word problems used are real-world and relatable and use scientific notation or ask students to write in scientific notation
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	3 - Fair Alignment	Standard is addressed in Topic 1: Lesson 3, but is also dispersed among other lessons
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	4 - Good Alignment	The lessons require students to analyze real world problems that cause them to ask questions and work through many challenges to solve them.

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	The textbook lessons don't have many multiple representations, but the MATHia program provides alternate ways to solve problems.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	4 - Good Alignment	Each lessons provides opportunities for students to reflect on their work.

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

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Students are encouraged throughout lessons to check their answers.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Every lesson is presented in a real world context that causes students to relate math to things outside of the classroom, which allows them to understand the importance of what they are learning.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are encouraged to explain their reasoning often.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Lessons all seem to be on the appropriate grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	There could be more examples and guided practice requiring students to infer rules and patterns in the lesson before students are given independent practice.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The lessons are set up in a way that teachers can easily encourage collaboration within groups.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The real world type of problems give students opportunities to create work in a format that helps them understand the skill.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	There are many short answer problems throughout the textbook that allow students to practice oral and written language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Support texts are given for teacher and students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	There are many appropriate resources available to teachers

			to support 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	Lessons match with standards, although some lessons could go a little more in depth or provide more practice of 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	Math content is on grade level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Lessons can easily be done independently or in groups
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Each lesson has relatable and realistic topics that help students understand the importance of what they are learning.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Each lesson is complex enough to challenge students at an appropriate level.
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 math content is on grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	There is appropriate time given for each level as well as independent practice.
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 extra resources provide aligned practice with the main textbook source.

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 MATHia program contributes greatly to what students are learning in the textbook lessons.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No noticeable errors were seen in the text or MATHia.
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 or contradictions found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	Some of the lesson connected prior knowledge to the goal of the main lesson.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Content is factual; no mistakes found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	This seems to be true; lessons are activity based which is good way to teach most skills so that students connect what they are learning with realistic examples
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Examples are relevant to what is being taught.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content given should be relevant and understood among intended age group.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Some of the lessons give examples that should help students to understand why learning the content is important.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Not very many examples of this; there are some instances of connecting the lesson with science related topics
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 unfair or biased instances found.
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 this found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	All benchmarks and standards seem to be covered completely.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The materials given along with digital programs seem to be enough to allow teachers to not search for extra materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All teacher and student resources are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	The materials are consistent; some organization is hard 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.	3 - Fair Alignment	Visuals seem engaging; my concern is that there is a lot of narrative and reading in the lessons which may cause an issue for students who are below level in reading.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	There seems to be a lot of content in one lesson which can be overwhelming, but the pacing given in the teacher resources allots for this amount of material. Most lessons are paced for around 2 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	There are plenty of alternate forms of practice (digital and print) for students with special needs or accommodations.
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	Although the lessons seem to be a lot of reading which concerns me for below level students, the lessons are presented well enough for students to be able to follow along easily.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Lessons are complex enough to motivate students to persist in solving the problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Main topics are taught thoroughly.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Learning goals are stated for each topic and opportunities are given for self reflection.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	The lessons promote independent learning.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Various types of materials allow for differing learning styles; more leveled practice could be given
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 hands on activities that are given throughout lessons and complex problems for students to solve.
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 lessons extend learning and challenge students beyond what they have learned.
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 textbook aims to engage learners in math topics which helps them become successful students.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Hands on activities are effective in teaching, although more guided practice could assist students in practicing learning outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Lessons are more activity based and could have more assessment practice woven throughout the practice
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 MATHia program is more aligned with assessment practice than the textbook.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Strategies target 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?	4 - Good Alignment	Students are expected to explain answers either orally or through writing.

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	Students learning is clearly in mind with the given materials and practice; more assessment opportunities in the textbook would be beneficial.

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 evidence of CRT found in material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence of this.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence 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?	4 - Good Alignment	No evidence of this.

Reviewer's Name: Rachel Schrimsher

Title: Carnegie Learning FL Middle School Math Solution, Grade 8 Mathematics: Pre-Algebra

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 359

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

Standard	Description	Reviewer Rating	Rating Justification
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	Standards supported fully with rigor and practice.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Standards supported fully with rigor and practice.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	4 - Good Alignment	Standards supported fully with rigor and practice.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Standards supported fully with rigor and practice.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Standards supported fully with practice.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	Standards supported fully with practice.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Excellent examples and practice aligned to standard.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Standards supported fully with practice and rigor.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a	5 - Very Good Alignment	Standards supported fully with practice and examples.

	written description, a table or an equation in slope-intercept form.		
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	Standards supported fully with practice. Real world application embedded into the lessons.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	4 - Good Alignment	Standards supported with practice.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Standards supported fully with practice. Side by side practice provides great reference for students with visual support.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Standards supported fully with practice.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	Standards supported fully with practice. and rigor.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Standards supported fully with practice.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Standards supported fully with practice. Real word examples are evident.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Good alignment and opportunities for practice.

MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Good examples and opportunities for practice.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	4 - Good Alignment	Standards supported fully with practice.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Love the animation platform. Standards supported fully with practice.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Standards supported fully with practice.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Excellent practice and fully supporting standard.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Standards supported fully with practice.

MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Practice and examples support standard. Mathia practice is excellent.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	Example supports level of the standard.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	MATHia practice fully support standard.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	Color coded practice and real world samples support standard.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Standards supported fully with practice.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents.	4 - Good Alignment	Standards supported fully with practice.

	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.		
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Standards supported fully with practice.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Standards supported fully with practice.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	Standards supported fully with practice.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Standards supported fully with practice. Excellent opportunities for conversation and extension of learning.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	THe Mathbook supports the mathematics learning process.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Both platforms support this standard.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Both platforms support the development of fluency fully.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	4 - Good Alignment	Ample opportunities for discussion and reflection.

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

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Real world applications are evident throughout.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Justification is supported and evident.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Both platforms support standard.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Both platforms provide support for readers at all levels.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Collaboration is called for within the content.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Structures for successful mathematical reasoning are present.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Both platforms support this standard.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	4 domains of language are present and supported for ELL students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Student friendly text supports 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 aligns with 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	Content is written for 8th grade students.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Content is adaptable and easy to implement.
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 platforms are present to aid in student understanding.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	DOK levels all present within content.
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	DOK levels appropriate for grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	TIme is given for teaching, reflecting and reteaching.
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 are expert.
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 quality and supported.
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).	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	No issues 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 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	Best practices present.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Presentation 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	Students targeted for instruction are considered within content.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Student friendly content and interactive.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Student friendly content and interactive.
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 issues 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).	4 - Good Alignment	No issues noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The standards are supported.

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	Outcomes targeted are fully supported.
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 complement 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	Organization of content is good.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	Content is easy to follow and engaging for students.

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	Pacing is normal and expected for 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).	4 - Good Alignment	ESE student needs are accounted for and options 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).	4 - Good Alignment	Curriculum supports the presentation standard as requested.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Student friendly content.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big ideas are present and highlighted.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear expectations are evident.
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	Scaffolding strategies are present.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Opportunities for differentiation is evident.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Student friendly content that 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.	4 - Good Alignment	Activities support learning 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.	5 - Very Good Alignment	Best practices are noted.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Best practices are noted.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments correlate to instruction.
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 correlate with analyzing mastery.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL differentiation is present.
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 standards are 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	The learning requirement is 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	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: Sharon Brown

Title: Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Foundational Skills in Mathematics 6-8

Bid ID: 363

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.	Animations, graphics, step by step directions and use of glossary encourages student participation. Materials allow teachers to teach without searching for extra resources. Good real world examples. Grade level appropriate. Meets Florida Standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	real world problems are included in examples
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	a variety of strategies are shown
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	provides a glossary
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	include student friendly graphics
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	benchmark align to standards
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	examples connect to real world
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	allows for language development
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	allows student to use prior knowledge to solve
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of	4 - Good Alignment	student can use prior knowledge to solve

	two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.		
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	a variety of strategies are shown in student example
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	example allows for reflection and group discussion
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	real world examples are included in problems
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	students have the opportunity to use hands on tools
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	allows for group discussion
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	students can identify with real world examples
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	step by step examples are given in student edition
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the	5 - Very Good Alignment	step by step examples are given in student edition

	data, including any symmetry, skewness, gaps, clusters, outliers and the range.		
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	real world examples are included
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	allow students to use and develop language skills
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	allow for hands on activity and use of manipulatives
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	students can use prior knowledge to complete
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	real world examples are included in student edition
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	a variety of examples are shown in student edition
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	allows for prior knowledge to complete
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	graphic organizer can be utilized

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	step by step example in student edition
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	task allows student to use a variety of learning tools
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	real world connection
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	allows for use of manipulatives
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	students can identify with real world examples
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	student edition provide rules for calculations
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	student edition provides a variety of examples and steps to solve
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	align to grade level standards
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	good real world connection. Students can identify

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	students will be able to use prior knowledge
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	good student example
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	good student example
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	teacher resource is helpful
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	students will be able to use prior knowledge
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	allows for a variety of hands on materials
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	gives opportunity to use language and writing skills
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	teachers can use a variety of strategies to teach concept
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	good step by step student examples
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world	5 - Very Good Alignment	students can relate to real world examples

	context, where all terms are rational numbers.		
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	good real world connection to task
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	students can use a variety of strategies to solve problems
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	good glossary example
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	allows for a variety of modeling
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	students can make real world connection. Grade appropriate
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	real world connection
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	step by step example
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	align to state standard
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	allows for data collection and experimentation
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	5 - Very Good Alignment	good examples in student edition

	make comparisons, interpret results and draw conclusions about the two populations.		
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	higher level thinking. use of prior knowledge
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	align to standards
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	allow for group activity
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	allow for experimentation and exploration
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	allow for hands on activities
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	allow for experimentation and group activities
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	great student examples
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	students can make connections between different shapes
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	allow for hands on activities
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	allow for hands on activities and teacher modeling

MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	students can relate to real world examples in the task
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	students will need prior knowledge to solve
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	teacher can use a variety of strategies to align instruction
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	real world connection is evident in student edition
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	key terms have useful definitions and examples
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	use of prior knowledge and opportunities to practice
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	student tasks align to standards
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	good unit overview in student edition
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	good task examples in student edition

MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	interactive examples
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	good standard alignment and student tasks
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	align to standards
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	use of prior knowledge
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	good step by step examples
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	translation of math symbols in student edition
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	real world examples included in task
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	allows for higher order thinking
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	good student task. Connected to real world
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	unit has good definition of key terms
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a	5 - Very Good Alignment	interactive activity in student edition

	written description, a table or an equation in slope-intercept form.		
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	allows for teacher modeling. Good student task
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	align to standards. Good step by step example
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	allows for hands on activities
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	real world example. Good step by step examples
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	practice in interpreting data
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	allows for teacher modeling and students use of prior knowledge
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	real world inclusion is evident in student task
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	animation activity encourages participation
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	allows for a variety of hands on activities

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	good step by step examples
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	good definition and examples in key terms
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	interactive examples in student tasks
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	student tasks align with standards
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	good key term examples
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	has exploration tools
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	could include more sample problems
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	interactive student tasks

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	good step by step examples. Interactive
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	requires language use and development and prior knowledge
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	great description of motion. Interactive
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	Good step by step example. Interactive
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	allows for language development and writing
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	grade level appropriate. good real world examples
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	examples could be better
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	tasks and examples are within the benchmark
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	tasks and examples are within the benchmark

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

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

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

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	tasks allow for investigation and discussion
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	task allows for group activity and discussion
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	students are engaged in interactive assignments
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	students can use a variety of tools to solve problems
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	the tasks encourage group activity and discussion
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	step by step examples are clear and can be followed

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	students have the opportunity to read and develop language
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	examples allow students to deepen their understanding of the problem

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	alignment is evident
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	students can make connections
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	materials allow for diverse teaching strategies
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	allows for real world connection
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	students can use prior knowledge to complete tasks
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	materials include challenging questions
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	students can complete the task in a reasonable amount of time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	materials are current

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	a variety of sources were included
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	clear of error
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 objective
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	materials align 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	material is consistent
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	material is relevant to subject area
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	materials align with standards and benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	grade level and age appropriate
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	includes real world examples
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	students can make connections to the tasks
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	material and examples have the diverse learners in mind

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	units are appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	examples align with benchmark 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	evident in student task and lessons
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	benchmark aligns 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	directions are easy to follow and glossary of key terms are available
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	lessons are modified to meet the needs of all 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	good pacing
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	several resources are available to assist in 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	great presentation in student edition. Allows for student engagement

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	includes interactive lessons
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	evident in teaching resources
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	directions and examples 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.	5 - Very Good Alignment	includes step by step examples to deepen students' understanding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	material meets the needs of the diverse learners in the classroom
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	tasks allow for engagement and group 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	grade level objectives are 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	allow teachers to use a variety of teaching strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	teaching resources and suggestions are included
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	evident
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	4 - Good Alignment	evident

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	students can make connections to tasks
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	allows for reading and writing
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	tasks are aligned to benchmark and standards. and provide opportunities for students to engage in learning

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	materials align to rules
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 such teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no evidence of social justice inclusion
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 within state standards

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: 1204000 - M/J Foundational Skills in Mathematics 6-8

Bid ID: 363

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	2 - Poor Alignment	Only available with the downloadable PDFs and PPT
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided during the modules

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Cindy Marcelin

Title: Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Intensive Mathematics (MC)

Bid ID: 363

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

Reviewer's Name: Mary Moss

Title: Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Foundational Skills in Mathematics 6-8

Bid ID: 363

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 overall was hard to review as this was the foundational 6-8 course. Some of the units were not completed and it appeared that the material was incomplete.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	3 - Fair Alignment	Instruction focused on skills to support benchmark.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Instruction meets benchmark.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Instruction meets support for benchmark.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Instruction meets benchmark.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Instruction focused on skills to support benchmark.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	2 - Poor Alignment	Only two of the notes listed are represented in the page where benchmarks indicated as addressed in depth.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	Instruction meets support for benchmark.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Instruction supports the benchmark.

MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	4 - Good Alignment	Instruction supports benchmark with more than one example.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Instruction supports benchmark.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Instruction supports benchmark.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Instruction supports benchmark.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Instruction meets benchmark.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Instruction meets benchmark.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	Instruction meets benchmark.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Instruction meets benchmark.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and	4 - Good Alignment	Instruction meets benchmark.

	interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.		
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Instruction meets benchmark.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	2 - Poor Alignment	Instruction does not meet the benchmark.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	3 - Fair Alignment	Partially meets benchmark.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	3 - Fair Alignment	Instruction partially meets benchmark.

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Instruction meets benchmark.

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Instruction meets benchmark.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	Instruction meets benchmark.

MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Instruction meets benchmark.

MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	1 - Very Poor/No Alignment	N/A
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	2 - Poor Alignment	Instruction does not meet benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	1 - Very Poor/No Alignment	No example given
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	3 - Fair Alignment	Instruction meets benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Instruction meets benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	2 - Poor Alignment	Instruction does not meet benchmark.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	Instruction meets benchmark.

MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	Instruction meets benchmark.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	Instruction meets benchmark.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	Instruction meets benchmark.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	4 - Good Alignment	Instruction meets benchmark.

MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	1 - Very Poor/No Alignment	Not able to view sample.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	1 - Very Poor/No Alignment	Not able to view sample
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	Instruction meets benchmark.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	Instruction meets benchmark.

MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	1 - Very Poor/No Alignment	Module not complete.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	1 - Very Poor/No Alignment	Module not complete.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	1 - Very Poor/No Alignment	Module not complete.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	1 - Very Poor/No Alignment	Module not complete.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	2 - Poor Alignment	Module not complete
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output	3 - Fair Alignment	Instruction partially meets benchmark.

	table, determine whether it could represent a linear function.		
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	1 - Very Poor/No Alignment	No samples to view
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Instruction meets benchmark.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Instruction meets benchmark.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	1 - Very Poor/No Alignment	No samples to view
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	Instruction meets benchmark.

MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	2 - Poor Alignment	Instruction poorly meets benchmark.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	Instruction meets benchmark.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Instruction meets benchmark.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	Instruction meets benchmark.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	Instruction meets benchmark.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	1 - Very Poor/No Alignment	No samples to view
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	1 - Very Poor/No Alignment	No samples to view

MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	Instruction meets benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	Not able to view alignment.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	2 - Poor Alignment	Not able to view alignment.

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	2 - Poor Alignment	Not able to view alignment.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	2 - Poor Alignment	Not able to view alignment.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	2 - Poor Alignment	Not able to view alignment.

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	2 - Poor Alignment	Not able to view alignment.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	2 - Poor Alignment	Not able to view alignment.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Instruction poorly meets benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Instruction poorly meets benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Instruction partially meets benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Instruction partially meets 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.	3 - Fair Alignment	Instruction partially meets 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	Instruction partially meets skill level of benchmark.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	Online curriculum does not appear to be adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Materials partially provide sufficient details for students to understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Level of complexity meets 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	Complexity of 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	Content matches the time allowed for teaching.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Primary and secondary sources are in good alignment.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of content 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	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	Content appears to be 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	Material is representative of the discipline.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Content 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.	4 - 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	Content 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.	4 - Good Alignment	Content is present in an appropriate and relevant context for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Content includes a fair amount of connections to life in a context that is meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Material includes connections that make the content more meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There appears to be no 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).	4 - Good Alignment	Materials contain no inhumane treatment of animals and no hard-core pornography.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	Not enough examples to make sure that alignment is completely covered.

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	Most learning outcomes are completed, however, there are still unfinished learning outcomes.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	Most of the components of the MATHia 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.	3 - Fair Alignment	Materials are consistent and there is a logical 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.	3 - Fair Alignment	Most of the visuals are appear to be engaging to students.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	2 - Poor Alignment	No pacing presented as this is a foundational skills 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).	3 - Fair Alignment	Material contains assistive supports to aid 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).	3 - Fair Alignment	Online support curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Online platform appears to be somewhat engaging to students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Instructional materials are a support for students needing additional supports.

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Students work through the program based on their needs.
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	Students should be able to become more independent learners using this curriculum.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Students would have to self-advocate for support within the course.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Materials appear to engage students during the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	Students work on their own.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	There are learning targets for students in the beginning of the units.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	Online learning.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	2 - Poor Alignment	No assessment strategies noticed.
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	No assessment strategies noticed..
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are some supports for 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	It was difficult to really review the ELA Expectations and the MTR's with the online resources.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	2 - Poor Alignment	If the materials were fully completed, it would be easier to give this material a better review.

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 to Rule 6A-1.094124, F.A.C.,
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials omit Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Instructional materials omit social justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials do not solicit SEL.

Reviewer's Name: Misty Wood

Title: Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 6-8

Course: M/J Foundational Skills in Mathematics 6-8

Bid ID: 363

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.	It was impossible to review all aspects of this textbook because of the way the publisher set up the Mathia review site. I could only access the lessons that the publisher provided by each standard. I could not see the progression of lessons because each link only allowed me to open one lesson. Then, I could not preview the entire lesson

	without answering every single question correctly. This limited my ability to see if a standard was covered to mastery. I also did not find any teacher resources. I did not see any assessments or paper resources. I do NOT recommend this textbook. The site provides good practice but a teacher will NOT be able to use this curriculum to TEACH the course.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	2 - Poor Alignment	NO - 2 - the skill level doesn't match the standard
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	NO - inequalities are missing
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	YES - The standard is covered.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	YES - The standard is covered.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	YES - The standard is covered.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	YES - The standard is covered.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	3 - Fair Alignment	YES - 3 - this standard is a small part of this lesson
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	YES - The standard is covered.

MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	YES - The standard is covered.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	YES - The standard is covered.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	YES - The standard is covered.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	YES - The standard is covered.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	YES - The standard is covered.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and	4 - Good Alignment	YES - The standard is covered.

	composite figures by decomposing them into triangles or rectangles.		
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	YES - The standard is covered.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	YES _ The standard is covered.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	1 - Very Poor/No Alignment	NO - some of the links are not correct
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	1 - Very Poor/No Alignment	NO - missing multiplying decimals
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	YES - 3 - the difficulty level doesn't match the standard

MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	YES - The standard is covered.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	YES - The standard is covered.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	YES - The standard is covered.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.

MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	YES
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	3 - Fair Alignment	YES - Most of these lessons do not cover the standard.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	YES - The standard is covered.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	2 - Poor Alignment	NO - lessons focus primarily on percents
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	YES - The standard is covered.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	2 - Poor Alignment	NO - 2 - the standard is NOT the primary focus of the lessons
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	3 - Fair Alignment	YES - 3 - the standard is NOT the primary focus of the lessons
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	YES - the links are incorrect
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	2 - Poor Alignment	NO
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	YES - The standard is covered.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize	4 - Good Alignment	YES - The standard is covered.

	numerical data, represented numerically or graphically, taking into consideration the context and any outliers.		
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	YES - The standard is covered.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	YES - The standard is covered.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	1 - Very Poor/No Alignment	NO
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	YES - The standard is covered.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	YES - The standard is covered.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	YES - The standard is covered.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	YES - The standard is covered.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	YES - The standard is covered.

MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	YES - The standard is covered.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	YES - The standard is covered.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	3 - Fair Alignment	YES - The standard is covered.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	1 - Very Poor/No Alignment	NO - requires students to use the formula
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	1 - Very Poor/No Alignment	NO - requires students to find the surface area of cones
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	YES - The standard is covered.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4 - Good Alignment	YES - The standard is covered.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	2 - Poor Alignment	NO - missing converting fractions to repeating decimals
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	YES - The standard is covered.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	3 - Fair Alignment	NO - missing negative exponents
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	1 - Very Poor/No Alignment	NO - the link does not work
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	4 - Good Alignment	YES - The standard is covered.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	3 - Fair Alignment	YES - The standard is covered.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	1 - Very Poor/No Alignment	NO - inequalities were not given
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	3 - Fair Alignment	YES - 3 - the standard is NOT the primary focus of the lessons
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	3 - Fair Alignment	YES - The standard is covered.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	YES - The standard is covered.

MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	2 - Poor Alignment	NO - the standard is NOT the primary focus of the lessons
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	3 - Fair Alignment	YES - 3- the standard is NOT the primary focus of the lessons
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	1 - Very Poor/No Alignment	INCORRECT LINK
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	1 - Very Poor/No Alignment	INCORRECT LINK
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	1 - Very Poor/No Alignment	NO - equations are not in slope-intercept form
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	1 - Very Poor/No Alignment	NO
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	YES - the link is NOT correct
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	YES - The standard is covered.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	YES - The standard is covered.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	3 - Fair Alignment	YES - 3 - the standard is NOT the primary focus of the lessons

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	2 - Poor Alignment	NO
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	4 - Good Alignment	YES - The standard is covered.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	YES - The standard is covered.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	YES - The standard is covered.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	YES - The standard is covered.

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	3 - Fair Alignment	YES - 3 - the standard is NOT the primary focus of the lessons
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	1 - Very Poor/No Alignment	NO
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	1 - Very Poor/No Alignment	NO - should not use the coordinate plane
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	1 - Very Poor/No Alignment	NO - should not use the coordinate plane
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	YES - The standard is covered.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	1 - Very Poor/No Alignment	NO - should not require students to write similarity statements
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	YES - The standard is covered.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	YES - The standard is covered.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.

MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	YES - The standard is covered.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	1 - Very Poor/No Alignment	NO
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	1 - Very Poor/No Alignment	NO
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	1 - Very Poor/No Alignment	NO - The standard is NOT covered.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	YES
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	4 - Good Alignment	YES

	• Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	1 - Very Poor/No Alignment	MATHia requires students to go through all steps even if they know the answer to a problem.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	1 - Very Poor/No Alignment	MATHia is an individual program.

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	YES
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	3 - Fair Alignment	YES

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	YES
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	YES
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	YES
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	YES
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	MATHia is an individual program.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	YES
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	MATHia is an individual program.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	MATHia is an individual program.

	for academic success in the content area of Mathematics.		

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	NO
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	YES
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	1 - Very Poor/No Alignment	NO - The materials are NOT adaptable.
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	YES
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	YES
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 is no recommended time period.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair 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	YES

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).	3 - Fair 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	The value of irrational numbers should be represented as an approximate value.
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?	2 - Poor Alignment	NO

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	MATHia is a stand-alone program.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	MATHia is a stand-alone program.
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.	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).	3 - Fair Alignment	MATHia is a stand-alone program.

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.	4 - 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.	3 - Fair Alignment	YES
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	MATHia is a stand-alone program.
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.	2 - Poor Alignment	MATHia forces students to solve problems in a provided step-by-step approach.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	There were not any 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.	1 - Very Poor/No Alignment	There were not any assessments.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	MATHia is a stand-alone program.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	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.)	3 - Fair 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

Reviewer's Name: Makeda Brome

Title: Carnegie Learning FL Foundational Skills in Mathematics 9-12 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Foundational Skills in Mathematics 9-12

Bid ID: 364

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.	I would not recommend this electronic resource for adoption as a primary textbook source. While the modules "cover" each standard, the modules are short and do not increase fluency or give enough practice for students to become fluent. The modules are also wordy for a class that usually will be for students who historically struggle with mathematics.

	I think this resource would be a good supplemental resource that is addition to a primary text. It would help support learning but would not be the best resource for creating a learning environment.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	1 - Very Poor/No Alignment	This is poorly aligned. While students create a mulitplication table, the module does not cover mathematical fluency from 0 to 12. It goes right into multiplying one digit by two digit and two digit by two digit.
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	3 - Fair Alignment	Students are able to classify quadrilateral and triangles but they do not have to provide an explanation
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Students are able to calculate area and perimeter of rectangles.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	3 - Fair Alignment	While the standard is covered in the modules, the modules

			are very basic. They do not allow for students to really process and address misconceptions. The step by step gives answers . It highlights the answers so at times the students can do the work by clicking rather than doing
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	3 - Fair Alignment	While the standard is covered in all listed modules, there is not a lot of critical thinking students have to do . The hints will eventually give them the answers after 3 tries. So students can get through it without actually doing the work. There is also a lot of reading for a classroom dealing with foundational skills
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	2 - Poor Alignment	While the standard is covered in all listed modules, there is not a lot of critical thinking students have to do . The hints will eventually give them the answers after 3 tries. So students can get through it without actually doing the work.

MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	2 - Poor Alignment	The module is poorly aligned. While students have to identify points on a polygon, at no point are they finding the perimeter or plotting the points on their own. Students are identifying points already given, but not drawing or plotting
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	3 - Fair Alignment	While the standard is covered the presentation is above the level for the class. Figures are given for figures but everything is presented in text. There is not a scaffolding of given lengths to find area of composite figures then moving into word problems
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course

MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above

			level of appropriateness for students in this course
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context,	3 - Fair Alignment	Standard is covered but there are not enough questions in

	including viewing one or more of its parts as a single entity.		the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course

MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above

			level of appropriateness for students in this course
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph	3 - Fair Alignment	Standard is covered but there are not enough questions in

	that function, and determine and interpret its key features.		the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value	3 - Fair Alignment	Standard is covered but there are not enough questions in

	inequalities. Represent solutions algebraically or graphically.		the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.5.1	Solve one-variable exponential equations using the properties of exponents.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course

MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above

			level of appropriateness for students in this course
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.9.10	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	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	3 - Fair Alignment	Standard is covered but there are not enough questions in

			the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia

MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.DP.3.3	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.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above

			level of appropriateness for students in this course
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.3.1	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations.	3 - Fair Alignment	Standard is covered but there are not enough questions in

	When appropriate, include domain restrictions for the new function.		the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.FL.1.1	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course

MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	3 - Fair Alignment	Standard is covered but there are not enough questions in

			the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of

			appropriateness for students in this course
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	vCarnegie does not have this standard in MATHia
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	1 - Very Poor/No Alignment	Not covered in the modules
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course

MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and

			comprehension. Reading levels above level of appropriateness for students in this course
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	1 - Very Poor/No Alignment	Carnegie does not have this standard in MATHia
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for students in this course
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	3 - Fair Alignment	Standard is covered but there are not enough questions in the module to produce fluency and comprehension. Reading levels above level of appropriateness for

			students in this course
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	1 - Very Poor/No Alignment	I did not see this evidenced in modules. I purposefully answered questions incorrectly and software did not adapt to mistakes or allow mistakes to be made
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Modules did a great job of not repeating the same type of problem. Problems were show in various ways
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	3 - Fair Alignment	There are opportunities for students to engage in

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		different strategies. Modules were short so there were no more than 4 questions being practiced. I
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	2 - Poor Alignment	I did not see consistent evidence in modules in which students learned through discussion or short answers
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	patterns are used where necessary for the content

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students have questions that assess the reasonableness of answers
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	4 - Good Alignment	Real world problems are appropriately used in modules

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	This was not evidenced in modules
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	2 - Poor Alignment	I did not see tools in the student modules to support reading comprehension
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	I did not see tools in the student modules to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	Collaborative techniques are not evident in the modules. Any collaboration would have to happen outside of the materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	modules do follow the rules and structures for solving various problems
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	Did not see evidence of this in the modules. Vocab is already defined for students and does not require students to build their vocabulary

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	I did not see any modules where this statement is consistent throughout modules. Students are not consistently provided opportunities to read, write, and listen. The modules do a lot of work for the students and students do not have to show t hey know the academic vocabulary

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	materials are missing standards for BEST Standards
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	materials are missing standards for BEST Standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Materials are adaptable and useful as a extra resource for classroom insruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Materials provide modules with surface level content
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Material matches the bare minimum of each standards, did not see potential extensions beyond the standard

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	while content presented is acceptable, the
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Pacing of content is good
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	2 - Poor Alignment	did not see evidence of secondary sources cited in the materials
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	2 - Poor Alignment	did not see evidence of secondary sources cited 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	Materials are avoid 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 are presented objectively
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Materials 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	Material presented are 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	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.	3 - Fair Alignment	content 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.	3 - Fair Alignment	There is a lot of text in modules that may not be appropriate for the intended learner,

		content is not given in appropriate chunks
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	There was a not a consistent theme 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.	2 - Poor Alignment	There was not a consistent connection to interdisciplinary materials
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	3 - Fair Alignment	There was a fair amount of representation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Humanity and compassion shown when necessrary
21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	majority of the standards are covered but significant standards are missing

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	Teacher would need to go to outside resources to find missing pieces or resources that make students more independent learners and critical thinkers as there is over scaffolding in modules
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	most but not all components of the major tool match the best standards

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	materials are consistent and 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	this course is usually used a remediation for students, the amount of text in modules are not necessarily appropriate as a lot of students in this course tend to struggle in reading
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	2 - Poor Alignment	many times, modules have a lot of content for the example questions, it is not presented in digestible bites
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	1 - Very Poor/No Alignment	there were very few tools in the demo module that showed accessibility
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	2 - Poor Alignment	the digital platform is basic and does not present material in a way that is accessible for students and at appropriate reading levels

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	Motivation not there for learner
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Few big ideas are taught, it is not too much content
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	materials contain simple clear statements 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.	1 - Very Poor/No Alignment	overscaffolding present in all modules, students are not able to become independent learners and thinkers, while the students may not depend on the teacher for help, the module has a high chance of students becoming dependent on it for answers
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	platform is not adaptable for differences in learning, even a simple as text to speech
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	while the text is digital, it is not engaging to keep students focused. There is a lot of text and alot of ways for students to get answers without understanding content
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 with goals and objectives and flow in a good manner
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 is a lot of overscaffolding and help provided for students that takes away from them as independent learners
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	hints are given, but platform does not allow for true learning to happen. After 3 hints answers are given
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	all of the modules do not reach the full intent of the standard, so the assessments do not reach the full intent of 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.	3 - Fair Alignment	all of the modules do not reach the full intent of the standard, so the assessments do not

		reach the full intent of the standards
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Online platform, but no reader is accessible for students that may need module read to them
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	1 - Very Poor/No Alignment	students do not have to do a lot of thinking or reasoning, again students can use hint option and get through the full modules
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	1 - Very Poor/No Alignment	while students are doing work in the module, there is not a lot of learning occurring because of overscaffolding of supports

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	material aligns to rule, does not have 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 culturally responsive teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	material 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?	5 - Very Good Alignment	material does not solicit SEL

Reviewer's Name: Elisa Greco

Title: Carnegie Learning FL Foundational Skills in Mathematics 9-12 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Foundational Skills in Mathematics 9-12

Bid ID: 364

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.	This course is unique that it is used as a level 1 elective for three math classes: Algebra 1, 2 and Geometry. Since Mathia is a national program, it was not created to align with the new Florida standards. There are the following missing standards: Algebra 1 is missing 40 %, Geometry is missing 45 % and Algebra 2 is missing 30 %. This is

	too many benchmarks that are lacking instruction for this program to be used as the main curriculum for the Foundational Skills class. The program does have new technology to engage students such as graphing tools, drag and drop and videos to help understand topics. However, there are many standards that are not addressed and many that are not supported to the depth of the standard. These are crucial elements if this course is to be used as the primary curriculum to help build the foundations and support the Florida Algebra 1,2 and Geometry classes. I do reccommend this software could be used as a supplement to these classes to help build some depth for SOME standards and engage students in newer methods to make RW connections. But it is not a complete package that could be used to be the main curriculum. It cannot support all the new Florida standards and help students build depth on the entirety of the new Algebra 1,2 and Geometry courses.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	3 - Fair Alignment	Shows multiplication chart, not discuss division with chart
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	Sorting both triangles and quads
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	1 - Very Poor/No Alignment	Fraction operations are missing

MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	1 - Very Poor/No Alignment	Perimeter and area of rectangles with fractions are missing
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Examples for multi-steps and RW examples
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Many sections on rates and ratios
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Measures are covered
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	3 - Fair Alignment	Focus on drawing on the plane, not finding perimeter or area
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Focus composite figures
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	3 - Fair Alignment	good comparision with integers, need to see for decimal or percents
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	add and subtract using virtual tools (Numberl lines) and opposites
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	2 - Poor Alignment	Only examples are converting to decimal, but standard focus on integers not shown

MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	ratios between systems
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Solve math and RW basic ratios
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Interpretation of measures
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	2 - Poor Alignment	Population shown but no graphical representations
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	both probabilities shown
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Converting to decimal only, no examples of mixed or percents
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	1 - Very Poor/No Alignment	no operations with fractions
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	1 - Very Poor/No Alignment	no operations with fractions
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	2 - Poor Alignment	This standard requires one monomial in the multiplying not two binomials
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	3 - Fair Alignment	It only factors with tiles, does not show any other methods

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	1 - Very Poor/No Alignment	This shoud be AR.1.3 not DP.1.3, even that correct one is just taking square roots, not solving a square or cube equation
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Rational and irrational on number lines
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	Compares rational and irrational, not as square or cube root
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	1 - Very Poor/No Alignment	No order of operations with rationals and irrationals
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	3 - Fair Alignment	Parts not included are factors and variables
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Many examples of literals
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	All operations, except multiplication onlly by table
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	1 - Very Poor/No Alignment	No examples of division by monomial
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	Fill in steps of synthetic

MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	3 - Fair Alignment	Factoring is shown only with factor table, no other method
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	3 - Fair Alignment	With monomial denominator, mut/div shown as complex fraction only
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	solve with integers, fraction and decimals
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Between forms ok
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	many examples
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Key features are covered
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Modeling examples good
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	Some compound, and solving
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	3 - Fair Alignment	Writing two variables, but missing RW examples

MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Graphing examples are good
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	All methods are covered
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	Quad Formula covered with complex solutions
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	Few examples given
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	3 - Fair Alignment	Identify vertex form
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	shows in three forms
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	shows RW projectile motion features
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	1 - Very Poor/No Alignment	no quadratic inequalities
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	1 - Very Poor/No Alignment	no quadratic inequalities

MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	solving equations
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	solving inequalities
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	transformations
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Missing RW examples
MA.912.AR.5.1	Solve one-variable exponential equations using the properties of exponents.	4 - Good Alignment	basic equations shown
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	recognize growth and decay
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	From all forms
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	Most features
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	Just basic logs of forms
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree	1 - Very Poor/No Alignment	No solving of polynomials

	3 or higher over the real and complex number systems.		
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	1 - Very Poor/No Alignment	No sketching, no multiplicity, end behavior or zeros
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	1 - Very Poor/No Alignment	No solving radicals
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	3 - Fair Alignment	basic info on square root graph, no table or equation or description
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4 - Good Alignment	Solve basic ratonal equations
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	1 - Very Poor/No Alignment	No graphing of rationals
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	All methods of solving presented
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	graphing systems and solving covered
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	3 - Fair Alignment	basic RW examples
MA.912.AR.9.10	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	unable to access any links on piecewise

MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	explicit or recursive
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	4 - Good Alignment	explicit or recursive
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	2 - Poor Alignment	Only histogram, missing all other methods
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	1 - Very Poor/No Alignment	No interpret distributions
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	difference defined with graph
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1 - Very Poor/No Alignment	no margin of error
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	4 - Good Alignment	Most interpretation, no skew
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Good tools for regression
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given	4 - Good Alignment	info on residuals in video and vocab

	linear function by plotting and analyzing residuals.		
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	4 - Good Alignment	info on residuals in video and vocab
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	3 - Fair Alignment	no joint frequency or comparison
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	good table examples
MA.912.DP.3.3	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	just missing joint frequency
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	3 - Fair Alignment	Some determination in the linear, quad and exp comparison
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	Plug into function in chart
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	4 - Good Alignment	Find slope from formula or graph
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Compare slope and intercepts

MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Compare linear,quad or exp
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Comparison for some RW
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Translations good
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Translations good
MA.912.F.3.1	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.	1 - Very Poor/No Alignment	No function operations
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	Inverses are introduced
MA.912.FL.1.1	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.	2 - Poor Alignment	only tax and discount
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	1 - Very Poor/No Alignment	No ratios
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	1 - Very Poor/No Alignment	no weighted averages

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	No interest problems
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	no interest problems
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	4 - Good Alignment	Many proofs of lines and angles, only in flowchart form
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	5 - Very Good Alignment	Both conguence or similarity
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	Several triangle proofs, only in flowchart form
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Several quad proofs, only in flowchart form
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	1 - Very Poor/No Alignment	no trapezoids
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	comparison on a few parts
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the	5 - Very Good Alignment	good coordinate transformations

	transformation algebraically using coordinates.		
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	4 - Good Alignment	good coordinate transformations
MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	One set of sequences
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	Coordinate tools for transformations
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	3 - Fair Alignment	mapping, no justifications
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	3 - Fair Alignment	mapping, no justifications
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	1 - Very Poor/No Alignment	no weighted average
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	2 - Poor Alignment	Use distance tof one property
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	4 - Good Alignment	Partitions
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	distance formula only
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	visual cross sections shapes

MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	visual cross sections
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	1 - Very Poor/No Alignment	no scale drawings
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	1 - Very Poor/No Alignment	no area
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Volume covered
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	SA covered
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	2 - Poor Alignment	in interior angles in shapes
MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	2 - Poor Alignment	line found in exterior angles questions

MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	1 - Very Poor/No Alignment	no secant or tangent length
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	4 - Good Alignment	all arcs and angles covered in circles
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	using draw tool
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Area of sector
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	equations of circle covered
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	1 - Very Poor/No Alignment	no graphs of circle equations
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	4 - Good Alignment	using properties
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1 - Very Poor/No Alignment	No exponent expressions
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	convert between forms
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	4 - Good Alignment	basic logs properties

MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	1 - Very Poor/No Alignment	no complex plane
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	trig ratios covered
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	RW trig solving
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Since online only, students must make sense of problems to solve tasks
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	4 - Good Alignment	Many concepts are presented in different methods, but not all methods are shown

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Since it is online, there are many opportunities to practice
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	3 - Fair Alignment	The online workspaces allow for self-reflection, but since each student works at own pace, there is not any discussion or peer review

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	There are several lessons that introduce concepts as patterns
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Ater examples and problems are done, the software allows for checking work, really not before

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Many lessons involve real world connections
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	They can use examples for the practice problems
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The software is on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Given opportunities to draw conclusions when solving
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	The software is individual based
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Many virtual tools help explore tables and graphs
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Good focus on math vocab
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The intro sections do help preview and chunk 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.	2 - Poor Alignment	Between 30 - 45 % of the benckmarks are not found in the curriculum
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	Since not truly aligned to Florida, many of the benckmarks are not fully covered
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The material is good supplement for instruction, too many missing benchmarks to be entire instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Some benchmarks are detailed while others are completely missing
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Since not aligned to Florida, many benchmarks complexity are not aligned 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.	3 - Fair Alignment	Some benchmarkd are aligned to grade level and several are not based on concept covered
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	What is covered can be done in schoolyear, but too many benchmarks are missing
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Experts used, but need additional methods (for example, factoring)
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Experts used, but need additional methods (for example, factoring)

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Accuracy is good
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	Accuracy is good
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	current theories, just does not show all methods
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	factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	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	relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Good RW connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Some connections 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).	4 - Good Alignment	portrayal good
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	portrayal good

21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	Since 30 - 45 % of benchmarks are not 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.	2 - Poor Alignment	The teacher will need to prepare a substanital amount of addiitional teaching material, since 30 -45 % of the standards are missing
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The components are aligned with the software, just too much msissing
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	The components are logical, but too much is missing
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 is good, visuals 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.	4 - Good Alignment	The amount chunked 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).	3 - Fair Alignment	Presentation and navigation are ok, not set 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).	3 - Fair Alignment	SOftware is easy to read and has good navigation, but not for SWD

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Good exploration tools for some benchmarks
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	The benchmarks shown teach as important ideas, but many are missing
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	materials 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	Does allow feedback and support to solve problems, but many standards are missing
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Software differentiates with setting a path, but still same work
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Good tools and examples to work through
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	1 - Very Poor/No Alignment	Since online only, not any 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	Strategies are good with newer features and hints, but still missing many concepts
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	strategies presented are good for outcomes, would like to see more methods
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessments are aligned with software
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, assessment supports targeted outcomes

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Not address hands-on learning or audio or SWD
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	Allows for independence but no collaboration
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 software does support learning the targeted outcomes however many standards are missing

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

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL Foundational Skills in Mathematics 9-12 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: 1200400 - Foundational Skills in Mathematics 9-12

Bid ID: 364

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of text to speech. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking icon and tools are provided during the modules

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Cindy Marcelin

Title: Carnegie Learning FL Foundational Skills in Mathematics 9-12 Digital Student License

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Intensive Mathematics

Bid ID: 364

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: Richardo Delfosse

Title: Carnegie Learning FL High School Math Solution, Algebra 1 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 1

Bid ID: 367

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

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL High School Math Solution, Algebra 1 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: 1200310 - Algebra 1

Bid ID: 367

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	Only available with the downloadable PDFs and PPT
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Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

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Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
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Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
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Reviewer's Name: jean sterner

Title: Carnegie Learning FL High School Math Solution, Algebra 1 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 1

Bid ID: 367

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

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Chapter aligns to this section
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	Two lessons align to this standard
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Multiple sections align to this standard

MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Module aligns to this standard
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Module aligns to this standard
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	Lesson aligns to this standard
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	4 - Good Alignment	Section aligns to this standard
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Section aligns to this standard

MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Multiple lessons align to this standard
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	Lesson aligns to this standard
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Lesson aligns to this standard
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	Section aligns to this standard
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	Lesson aligns to this standard
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Multiple lessons align to this standard

MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	4 - Good Alignment	Small section aligns to this standard
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Small section aligns to this standrd
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Lesson aligns to this standard
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	5 - Very Good Alignment	Lesson aligns to this standard
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Sections align to this standard

MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	Small sections align to this standard
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	4 - Good Alignment	Small sections align to this standard
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple modules align to this standard
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Multiple lesson align to this standard
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Multiple modules align to this standard
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Small section aligns to this standard
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	4 - Good Alignment	Small section aligns to this standard
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	5 - Very Good Alignment	Lesson aligns to this standard

MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	Small section aligns to this standard
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Lesson aligns to this standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	There are activities to explore, develop and demonstrate
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Multiple strategies are used to solve problems

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Multiple tasks with each lesson
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Questions teachers can ask for discussions
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	Lessons set up in a logical order

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

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Tasks asks students to explain their reasoning
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text is on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Lessons build on prior knowledge
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Tasks allow for collaborative activities
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Talk the talk activities
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Tasks allow for students to justify
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Spanish glossary

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	Material aligns to state standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Material aligns to skill level of students
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Material and be adapted 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	Material is very detailed
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity of the 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	Material aligns to student abilities
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Material is evenly paced
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	Material is expertly written
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The quality of the material is accurate
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Material is present accurately
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias written 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	Material incorporate standards and strategies aligned to 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	There are no mistakes
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 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 is relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real world examples relates to learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Material is relatable 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	Material is connected 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).	5 - Very Good Alignment	Multicultural representation 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	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	Content aligns to benchmarks and standards

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Material addresses the learning outcomes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Material aligns to the curriculum
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is 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.	4 - Good Alignment	Material is on reading 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.	5 - Very Good Alignment	Material is evenly paced
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 and study tool is easily accesible
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 organized, aligns to the standards, and easily accessible for all students

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Engage lessons to motivate learners
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 by Big Ideas

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Activities states learning standards
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 develop and demonstrate activities build independent learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Various learning strategies in each lesson
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Material engage in 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	Lessons allow for active participation
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Lessons use relevant teaching 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 align to learning outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Materials align to the assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment strategies align to assessments
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Material and assessments meets 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	Material aligns to BEST standards

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Learning and assessments align to standards and 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 CRT mentioned
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Material omits CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Material 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?	5 - Very Good Alignment	Material does not solicit SEL

Reviewer's Name: Thomas Womble

Title: Carnegie Learning FL High School Math Solution, Algebra 1 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 1

Bid ID: 367

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The curriculum is aligned with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	2 - Poor Alignment	The links to the lessons given do not show application to real world context or understanding beyond separating between a term, a coefficient, a base, and an exponent. But there is no place, in the lessons given, that relates this to real life applications.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Course does a good job exploring linear equations and equations with multiple variables.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Students are given multiple ways to complete these problems. This will help the course reach multiple levels of understanding and ways of learning.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	This new standard is covered to satisfaction.
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	This standard is covered well.
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	2 - Poor Alignment	Curriculum lacks real-word examples of one variable equations.

MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	3 - Fair Alignment	The topic is covered well, but there is minimal use of real-world examples.
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	This standard is covered well.
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	This standard is covered well in the curriculum.
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is covered well and there are real-world examples to help with understanding.
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Inequalities in one variable are covered well in this curriculum.
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	2 - Poor Alignment	Not the best instruction for graphing linear inequalities and the online material is not presented well. Some of the material attached to this standard addresses inequalities, but not the standard.
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	2 - Poor Alignment	Curriculum does not cover graphing two-variable inequalities very well.

MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	This standard is covered very well.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Quadratics are covered very well in this curriculum.
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	This standard is covered fairly well be the curriculum.
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Quadratics and their interpretations of parts is covered very well through analyzing problems in projectile motion, area, and translations.
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Quadratics are covered very well in this curriculum.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Quadratics and their interpretations of parts is covered very well through analyzing problems in projectile motion, area, and translations.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Absolute values are covered well and include real-world scenarios.
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function,	5 - Very Good Alignment	Absolute values are covered well and

	graph that function and determine its key features.		include real-world scenarios.
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Exponential functions are covered well in the curriculum and included real-world scenarios.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Exponential functions are covered well in the curriculum and included real-world scenarios.
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Exponential functions are covered well in the curriculum and included real-world scenarios.
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	4 - Good Alignment	Students will be able to solve system of equations and will be given real-world scenarios.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Solving system of linear inequalities is covered well with these resources.
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	This information is presented very well. Especially in the online content.
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	4 - Good Alignment	This is covered well in the material.
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is	4 - Good Alignment	This is covered well in the material.

	univariate or bivariate and interpret the different components and quantities in the display.		
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	This is covered well in the material.
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	This is covered well in the material.
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	This is covered well in the material.
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	2 - Poor Alignment	There is no online material for this unit and the students are not instructed to use technology to find residual plots.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	4 - Good Alignment	This is covered well in the material.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	The given resources align very well with this standard.
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	The resources given address this standard very well.
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented	2 - Poor Alignment	I do not see this addressed in the given standards.

	graphically, algebraically or in a table over a specified interval.		
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	This is addressed very well.
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	This is addressed very well in the given standards.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	This topic is addressed well through multiple modules.
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Transformations are covered very well in the curriculum.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Exponential modules is covered very well in the curriculum.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	3 - Fair Alignment	Properties of exponents included in online material only.
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	3 - Fair Alignment	Properties of exponents included in online material only.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	3 - Fair Alignment	Properties of exponents included in online material only.

MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	3 - Fair Alignment	Properties of exponents included in online material only.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Students are learning through analyzing parts of the problems.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Students are given a fair amount of ways to solve problems.

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Students are given some fluency exercises.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Curriculum supports the sharing of works and communicating understanding of standards.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	This is done very well in this curriculum.

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students are tasked with understanding if a solution makes sense in the given context.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	4 - Good Alignment	There are a fair amount of real-world scenarios for most modules.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	This is explained.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Content is grade level appropriate
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students will develop learning through reasoning and developing their knowledge through instructional strategies.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Numerous places for collaboration.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Specific steps used for algebra.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This is addressed by the curriculum.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Extra resources are available to be in compliance with FAPE.

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	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the 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 for the correct skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Material will make a seamless transition to 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	This is aligned.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Content is grade appropriate.
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 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	Areas of curriculum could go over a standard class time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	This is alligned.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	This is aligned.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No errors found.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	All content uses up to date pedagogy.
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	This is aligned.
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 uses up to date pedagogy.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.
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 grade appropriate.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The content includes real-life scenarios.
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 some interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No unfair or biased portrayals were noticed.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	This is aligned.

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Generally, this is a good curriculum. Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The teacher and student resource is excellent and includes online content.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in 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	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.
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	Online and print resources will 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	Content appears to be fairly well 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	Material has user friendly navigation.
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	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are imbedded strategies that will motivate students to complete tasks.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Ideas are presented as big ideas and are complemented with small concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear standards and learning goals.
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	Curriculum reinforces student to complete tasks as free thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Curriculum is designed to be self paced.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Curriculum is designed to have students engaged 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	Activities are organized as logical extensions of content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Learning styles are aligned with current pedagogy.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Educational strategies are aligned with current pedagogy.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Curriculum will have the affect are students achieving 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	Assessments will be a good gage of a students understanding of the material.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	This is 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	This is aligned.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Alignment with most standards. Lacks material in exponential module. Lacks real-world examples of one variable equations. Do not like where the statistics module is in the curriculum.

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

Reviewer's Name: Richardo Delfosse

Title: Carnegie Learning FL High School Math Solution, Geometry with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Geometry

Bid ID: 368

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	All content is aligned to Rule 6A-1.094124, F.A.C, which prohibits CRT in instructional material.

Reviewer's Name: Ana Gonzalez

Title: Carnegie Learning FL High School Math Solution, Geometry with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Geometry

Bid ID: 368

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.	For a geometry HONORS class, the material is challenging and engaging. Students have plenty of opportunities to explore the content in this course and to extend their understanding. Multiple opportunities for discussion and reflections. Overall, an instructional material I'd be happy to recommend for the BEST standards and their MTRs.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	5 - Very Good Alignment	Well done
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	5 - Very Good Alignment	Well done
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	Well done
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Well done
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	5 - Very Good Alignment	Well done
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Well done
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Well done
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Well done

MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	Well done
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	5 - Very Good Alignment	Well done
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	5 - Very Good Alignment	Well done
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	5 - Very Good Alignment	Well done
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	5 - Very Good Alignment	Well done
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Well done
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	Well done
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	5 - Very Good Alignment	Well done
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Well done
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Well done

MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	5 - Very Good Alignment	Well done
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Well done
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Well done
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Well done
MA.912.GR.5.1	Construct a copy of a segment or an angle.	5 - Very Good Alignment	Well done
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	Well done
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	Well done
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Well done
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Well done
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Well done

MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Well done
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Well done
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Well done
MA.912.LT.4.3	Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	5 - Very Good Alignment	Well done
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Well done
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Well done
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Well done
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	5 - Very Good Alignment	Very good

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

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

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Very good
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Very good
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Ok
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Ok
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Ok

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Ok
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Ok
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Ok
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Ok

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 done
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	Well done
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Well done
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Well done
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	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	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	Well done
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Well done
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	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	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	Well done
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	Well done
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	Well done
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	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	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	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	Well done

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	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).	4 - Good Alignment	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).	4 - Good Alignment	Well done
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Well done

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 good
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
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 good
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Very good
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	Very 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	Ok
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

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

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Very good
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Very good
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 good
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Very good
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 good
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	Very good

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

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL High School Math Solution, Geometry with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: 1206310 - Geometry

Bid ID: 368

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	4 - Good Alignment	Only available with the downloadable PDFs and PPT
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of captioning. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	Note taking icon and tools are provided during the modules

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: Rachel Schrimsher

Title: Carnegie Learning FL High School Math Solution, Geometry with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Geometry

Bid ID: 368

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 felt while aligned and presented in a student friendly manner, many extra items that may be unnecessary for teachers.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	5 - Very Good Alignment	Aligns real world situations to standard using a variety of questioning strategies.
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	5 - Very Good Alignment	Supports alignment of the standard through guided instruction of the theorems.
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	Great examples of student work.
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	5 - Very Good Alignment	Student friendly, appropriate rigor for standard.
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	5 - Very Good Alignment	Student friendly, appropriate rigor for standard.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Student friendly, appropriate rigor for standard.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Hands on application on the program is excellent with guided help as needed.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Hands on application on the program is excellent with guided help as needed.

MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Hands on application on the program is excellent with guided help as needed.
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	5 - Very Good Alignment	Rigorous practice aligned to the standard.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Rigorous practice aligned to the standard.
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	Hands on application on the program is excellent with guided help as needed.
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Rigorous practice aligned to the standard.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	Clever module titles grasp student attention. Rigorous practice aligned to the standard.
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Clever module names continue and Real world application is evident. rigorous practice aligned to the standard.

MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	Rigorous practice aligned to the standard.
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	5 - Very Good Alignment	Good contections to prior content and rigorous practice aligned to the standard.
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Clear steps for constructions.
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Clear steps and practice considered for constructions.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Clear steps for constructions.
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.

MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Rigorous practice aligned to the standard.
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	4 - Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	4 - Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.912.LT.4.3	Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	4 - Good Alignment	Real world application is used, examples that students can connect with.. Rigorous practice aligned to the standard.
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Rigorous practice aligned to the standard.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Rigorous practice aligned to the standard
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Real world application is evident. Rigorous practice aligned to the standard.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.	5 - Very Good Alignment	Practice is Real rigorous and aligned to the standard. It is also student friendly.

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

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

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

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

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	Rigorous instruction and practice aligned 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	Rigorous instruction and practice aligned to the standards.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Adaptable, yes, but a lot of extra information and reflectiveness. Appropriate for team meetings.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Rigorous instruction and practice aligned to the standards.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Rigorous instruction and practice aligned 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	Rigorous instruction and practice aligned to the standards.
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 is taken into account for planning and reflecting.
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 are cited
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	Experts cited are appropriate for 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	Visually attractive and student friendly.
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	No bias 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	None noted
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 applications are of current content and applicable situations.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real world applications are of current content and applicable situations.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real world applications are of current content and applicable situations.
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 applications are of current content and applicable situations.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Real world applications are of current content and applicable situations.
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 concerns noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Rigorous instruction and practice embedded in real world situations aligned to the standards are present.

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	Ample teacher resources noted.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Tools align to the standard
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 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	Applications are of current content and applicable situations.
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	Standards are scaffolded and spiral instruction is 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	Ample teacher resources noted with UDL considered.
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	Presentations are student friendly and teacher supportive

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Reflective processes are noted.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The big ideas are highlighted and clear.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Instruction is clear with anticipated results.

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	Slow release is apparent.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Support noted
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Supportive of real world concerns for students without SEL inititives.
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	Practice aligned 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.	4 - Good Alignment	Research based activities are present
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Effective practices are present
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Clear expectations
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment materials are reflective of practice
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is considered
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	Cross curricular opportunities are presented.
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 content supports learning

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	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?	4 - Good Alignment	Reflective processes but not SEL

Reviewer's Name: Richardo Delfosse

Title: Carnegie Learning FL High School Math Solution, Algebra 2 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 2

Bid ID: 369

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	This book is aligned to Rule 6A-1.094124, F.A.C., and does not contain any materials related CRT.

UDL Reviewer's Name: Evette Idehen

Title: Carnegie Learning FL High School Math Solution, Algebra 2 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: 1200330 - Algebra 2

Bid ID: 369

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *? Fonts: Carnegie Learning provides all lessons in both Google Slides and PPT formats for presentation purposes. Google Slides and PPTs have a font size setting that the user can manipulate. Chrome browser (and others) can also manipulate font size. o Type and size. YES o Colors and background colors can be adjusted. YES ? Background: High contrast color settings are available. All Carnegie Learning print and digital materials have been reviewed at the time of creation by color contrast compliance design tools. CL does not use extraneous imagery or colors that is not required. ? Text-to-speech tools. MATHia platform includes an embedded text-to-speech tool that is programmed to read mathematics accurately. Content can be provided in live text to work with various screen readers. ? All images have alt tags. YES ? All videos are captioned. YES ? Text, image tags, and captioning sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Modifications can be used when working on the downloadable formats.
Background: High contrast color settings are available.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
Text-to-speech tools.	2 - Poor Alignment	Text to speech tools are embedded in certain sections, but not all modules and math computations. However, text to speech options can be used when working on the downloadable formats.

All images have alt tags.	1 - Very Poor/No Alignment	All images do not have atl tags--even in the source page section
All videos are captioned.	1 - Very Poor/No Alignment	Not all videos have the option of captioning. For example the overview video made in Vimeo did not give me the option to add captions.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	With the use of built in features in iOS and Windows, we could see the potential for compatibility

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. YES ? All navigation elements and menu items have keyboard shortcuts. YES ? All navigation information can be sent to refreshable Braille displays. YES*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Only available with the downloadable PDFs and PPT
All navigation information can be sent to refreshable Braille displays.	1 - Very Poor/No Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *? Highlighters are provided in the four standard colors (yellow, rose, green, blue). YES ? Highlighted text can be automatically extracted into another document. YES ? Note taking tools are available for students to write ideas online; as they are processing curriculum content. YES*		
Review	Rating	Comments

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	2 - Poor Alignment	Only available with the downloadable PDFs and PPT
Highlighted text can be automatically extracted into another document.	2 - Poor Alignment	Only available with the downloadable PDFs and PPT
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	Only applicable when using IOS or Windows features, however, it is not embedded in the site

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *1. Magnification YES 2. Text-to-speech YES 3. Text-to-American Sign Language Our content works with all assistive technologies. 4. On-screen keyboards YES - MATHia 5. Switch scanning controls YES 6. Speech-to-text Our content works with all assistive technologies.*		
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	With the downloadable versions, all resources will work with the appropriate AT tools

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 MATHbook Instructional Materials are available in print. Students who cannot access MATHia can access our Skills Practice print worksheets.*		
Review	Rating	Comments
	3 - Fair Alignment	Many of the features are provided, but I would suggest better integration with Text to speech features, particularly when working with math

Reviewer's Name: William Igar

Title: Carnegie Learning FL High School Math Solution, Algebra 2 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 2

Bid ID: 369

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 best text I have ever seen. I don't say that lightly. This truly shows the beautiful world of math and all the connections. I think a lot about math and it would take a lot of thinking on my part to create this text. It is amazing. I love all the follow up questions so students really think about what is going on. I love how they combine different parts to

	make the new concept like combining linear factors to make quadratics or cubic functions. I have never thought to show that... My only criticism though is something out of your control. I don't know if students are ready for this. A lot of students don't really like math, so they don't work hard at it, so they aren't good at it, so they don't like it, and the cycle continues. I have students that come to alg 2 and have trouble with fractions and all kinds of stuff. This text kind of starts off from them having a decent bit of prior knowledge which a lot of them don't usually have. Like I said, I don't know what the solution to this is. But I could see that being a problem. I could see all the thinking being so much. Students are not used to thinking about math so much. It would take a shift in what they've been doing. But maybe these kinds of texts are needed from earlier on to promote more thinking in the classroom. I don't mean to get philosophical. But I truly love this text and how it get students thinking about what is going on.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	great concepts and how to think of the math - great way of looking at it in different ways
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	This has an excellent way of showing this concept and diving deeper into why it is. I am truly impressed. But I would like to see more practice problems in the textbook
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	amazing conceptual understanding and explanation.

			But not enough practice problems.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	very higher order thinking - very good applications and explanations.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	great spiral review and seeing concepts in different manners to make deep connections. but not enough practice in textbook
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	standard covered very well - great detail - great thoughts about concepts and connections.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	This is amazing material and concepts and ways of teaching the material in unique ways. But there is not enough practice problems in the textbook
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	nice applications and graphs to show in a different light.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	I love this lesson starting with graphing lines through points.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	I love the drain problem - how there are a lot of questions to think about it along the way
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships	5 - Very Good Alignment	So many great graphs and follow up questions - amazing text

	between quantities from a graph or a written description.		
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	awesome problems, ways of looking at the situation
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	great problem with the ball and looking at the intervals. awesome way to go through the problem one step at a time.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	I love the body temp problem and all the number lines to illustrate absolute value.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	I love arranging the numbers to create a log equation.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	good applications of interest
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	5 - Very Good Alignment	great half-life example
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	excellent examples and student questions to get them to understand what is going on.

MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	Great real world examples of decibels. great flow for the students
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	great job on this one as well. I love how students need to do a lot of writing in this class.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	5 - Very Good Alignment	Nice profit model and having students factor in different ways.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	great material. I especially liked comparing polynomials.
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	covered well. lots of practice and looking at the situation in multiple ways
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	I like the sideways parabola to show the inverse
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	I love the pendulum example and Beaufort Scale.
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	I love the golden ratio example

MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	I love how a lot of these are about students investigating.
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Great real world problems and investigations for students
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	I love the graph and the different possibilities that are layed out.
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	great examples and a great way for students to relate to the material - a lot of graphs and representing the info in different ways
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	great real world examples and follow up questions to make sure students understand what is going on
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	awesome examples and writing questions for students to understand what is really going on
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Nice soda can example - I love all the follow up questions about x-int, y-int, vertex, etc
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the	3 - Fair Alignment	only 1 example on this topic.

	model to solve real-world problems in terms of the context of the data.		
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	great examples with all kinds of ways to analyze patterns
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	great comparison of different functions
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	3 - Fair Alignment	They have a lot about polynomial functions. But what about comparing polynomial functions to absolute value functions maybe?
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	5 - Very Good Alignment	I love that they ponder whether functions stay even or odd
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	They work through these scenarios and have the students think about so much
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	5 - Very Good Alignment	I like how they work this concept into a lot of different types of functions
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using	5 - Very Good Alignment	I love how they show the original lines and then show multiplying the factors. I never would think to do that. The box

	arithmetic operations. When appropriate, include domain restrictions for the new function.		problem is great too. And the building a cubic function is amazing - showing all those different possibilities
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	I love the bacteria example and showing it as a discount applying two different ways. Also, I love the 2x on the inside of the composite function.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	This is amazing. I love a message that is decoded. Also, showing what happens on the graph when you switch x and y. will truly promote deeper understanding
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	great real world examples and ideas.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	I love how you have a table showing different times it is compounded - down to every second even.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	great examples and problems
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	great job of comparing them side by side with table, graph, and then equation.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Great work. I never would have thought to compare the cube root of x cubed with the square root of x squared. just wow

MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Great student error analysis as well.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	I love the number line with all the logs on it. And I love stating the rule in words.
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	great example problems and showing properties of logs.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	I love how they show the different operations on the complex plane. But I would like to see more practice problems with dividing complex numbers - maybe the operations of complex numbers should be it's own section
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	This text does an excellent job of having students think about the problem. There are so many little follow up questions so they can keep working on the big problem

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This text does an excellent job of showing graphs/tables/equations/stories to represent functions
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	5 - Very Good Alignment	This book has a lot of parts where they have to look at other students' work. This helps build the fluency of what is allowed, what is not allowed.

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	There are a lot of good ways to encourage discourse mentioned in this text. a lot student error analysis. A lot of follow up questions. All these encourage that deeper understanding
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.	5 - Very Good Alignment	This text does an awesome job of showing patterns problem solving

	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	This text has a graph for most word problems, which helps people really see if their answer makes sense.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. •	5 - Very Good Alignment	a lot of great real world and relevant problems

	Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	There are a lot of rules in math and this text does a great job of showing why different rules apply in different situations.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The text is definitely not complicated. A lot of the text has questions and activities - so students don't get lost in a lot of words.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This book does a great job of pondering if this happens, then what does that mean.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a lot of parts here to encourage discourse
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Each section is broken down into a lot of questions for the student - so they can work through the material
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This text definitely encourages an inquisitive tone which is great for any subject
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There are a lot of graphs and tables which helps with this a lot.

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 well - each standard is very well addressed
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	This is probably my one criticism. The stuff in this text is hard. It has a lot of concepts broken down. But a lot of students in my alg 2 class would not be ready for this text. That is not really the publisher's fault though.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	These materials are the best I have ever seen. So many ways to contemplate math - it is awesome.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	This text has so many great details and different ways to think about things and put things together - like the log number line or cube root of x cubed vs square root of x squared - I have never seen anything like that before
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 - but it kind of expects students to come in with more than I think the students usually have
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	This text would be challenging for the average student entering alg 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	Things are taught very progressively. I love all the follow up questions in each section.
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 info in this text

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	best content I have ever seen - like building the cubic function from linear factors. I always just started with the cubic function there.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	very accurate - no errors or anything.
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 accurate, very objective
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	very true and shows math in a great way
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 accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	all correct here
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 appropriate, very relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	great context, but may be a little beyond the students
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	very good connections - like sales, designing logos, etc
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Great connections to science but not any connections to history, art, English.
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	Great representation of different names from different cultures. But not much showing of different social

		groups or different religions - not sure exactly how to do that though...
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	every word problem is pretty much about helping people in one way or another
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	very well - great coverage

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 resources and great online platform
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	great 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	great organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	not too many paragraphs - a lot of questions
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	might be a little fast for students
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	great accessibility

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	great questions along the way to break down big over-arching problems
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	great themes about understanding math
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	great small pieces of the whole picture
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	a lot of small questions so it is harder to get de-railed
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	great guidance throughout
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	not many text paragraphs - a lot of interactions with students
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	very good active participation
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	great 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 job on reaching the outcomes

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	very good stuff - I thought there could be a few more practice problems in the text
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 like all the small questions along the way. But there could be a few more practice problems in the text
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	great strategies, materials, activities
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	excellent application of the B.E.S.T. 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	does a great job to address learning

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT
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: Virginia Snyder

Title: Carnegie Learning FL High School Math Solution, Algebra 2 with Honors

Publisher: Carnegie Learning, Inc. dba EMC Publishing & Mondo Ed

Author: Sandy Bartle Finocchi and Amy Jones Lewis

Copyright: 2023

Edition: 1st

Grade Level: 9-12

Course: Algebra 2

Bid ID: 369

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 benchmarks and standards is covered in the content of the material. However, it should be noted that some of the material goes beyond what is expected in the Regular course as this is written to be able to be utilized in the Honors classroom as well. The content is written to cover the BEST standards. However, the content is also written to

	be used with Algebra 2 Honors, so teachers need to be made aware of the extra content included that is not required of the regular Algebra 2 course. The complexity of content does meet the standards of the course. However there are some topics and skills that are included for students above what is expected of the Algebra 2 Honors course that if used in the regular course may confuse some students without proper guidance from teachers if included in instruction (eg. matrices, decomposition of functions) The teacher edition of the text goes above and beyond expectations. In every lesson, teachers are provided with a breakdown of expectations, MTR strategies, differentiation for students based on activity performance, ELL tips, activity chunking suggestions, assignment recommendations, and space for teacher reflection on the effectiveness of the lesson However, it must also be noted that the student edition of the text is a student consumable. It is intended for students to write in. If used as intended by the publisher, new copies would need to be purchased each year for the new group of students, or materials would need to be printed (at the teacher's or school's expense) to be able to provide these materials for students. It is not something that is feasible for every district or individual school.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Examples and practice in the Student Guided Notes as well as online extension
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Met alongside AR.1.1

MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Guided practice and exercises in Student booklet as well as online extension
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	Met alongside AR.1.1
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Met in Topic 1 Lesson 3
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Clarifications met
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	Met with multiple real-world examples both in the guided student book and online practice
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Met with multiple real-world examples both in the guided student book and online practice
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Clarifications met in Topic 2 Lesson 1 with multiple real-world examples and practices
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Clarifications met in Topic 2 Lesson 1 with multiple real-world examples and practices
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	Clarifications met with multiple real-world examples and practices

MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	Clarifications met in Topic 2 Lesson 4 with multiple real-world examples and practices
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Met in Topic 1 Lesson 1; multiple examples and practice problems
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Clarifications not discussed in detail; may be necessary for teachers to ensure key features are discussed
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	3 - Fair Alignment	Extraneous solutions are not discussed with regards to exponential and logarithmic equations; there are examples in the glossary with a logarithm, but it does not seem that this is covered in the student text
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Met with multiple examples and exercises for practice and application
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	5 - Very Good Alignment	Met with multiple examples and exercises for practice and application

MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Met with examples and practices for students (chart on page 755)
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	Met with examples and practices for students (chart on page 782)
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Met with examples and practices for students (chart on page 782)
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	5 - Very Good Alignment	Multiple examples and applications
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	Multiple examples and exercises; Charts beginning page 408
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Multiple examples and practices; extraneous solutions defined pg 726
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	Clarifications met through chart page 681 for key features of parent functions; multiple examples and practice problems
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Multiple real-world examples and practice problems; clarifications met

MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Clarifications met; multiple examples and practice problems for students with real-world applications
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	Clarifications mostly met; Multiple examples and practice problems for students with real-world applications - charts on page 556 and 573. Does not explicitly talk about end behavior
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Clarifications mostly met; Multiple examples and practice problems for students with real-world applications - charts on page 556 and 573. Does not explicitly talk about end behavior
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	Met on page 52; solving graphically and algebraically before allowing students to choose which method they are more comfortable with
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Met on page 52; solving graphically and algebraically before allowing students to choose which method they are more comfortable with. Multiple real-

			world examples and applications
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Met on page 64; solving graphically using real-world examples and applications
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Met on page 64; solving graphically using real-world examples and applications
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Regression equation found using technology; multiple real-world applications
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Regression equation found using technology; multiple real-world applications
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Comparison exercises beginning page 206
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Met alongside F.1.1; Comparison exercises beginning page 206
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	Multiple examples and application questions (page 374)
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or	5 - Very Good Alignment	Met with multiple examples and exercises; page 789

	y- values or multiplying the x- or y- values by a real number.		
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Met with multiple examples and exercises; page 793
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	5 - Very Good Alignment	Met with F.2.3 - multiple examples and exercises; page 789
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	5 - Very Good Alignment	Multiple examples and exercises throughout the text
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Real-world applications included (page 357)
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Multiple examples and applications (eg. page 659)
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	Clarification met; inverse by composition page 682
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Multiple real-world applications; page 742
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Multiple real-world applications; page 742

MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Multiple real-world applications; page 742
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Clarifications met; multiple examples and exercises (page 703)
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Clarifications met; multiple examples and exercises (page 717)
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Clarifications met; multiple examples and exercises (page 775)
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Clarifications met; multiple examples and exercises (page 775)
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	5 - Very Good Alignment	Clarifications met; multiple examples and exercises (page 267)
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	5 - Very Good Alignment	The student edition of the text is designed as a consumable for students to write in on a daily basis. Throughout the text, students are guided to problem solve individually as well as collectively.

	• Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Throughout the text, students are prompted to represent problems in multiple ways; students are encouraged to graph, draw pictures, or create other representations of situations
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Throughout the text, students are prompted to assess the accuracy of their solutions and to think about previous experiences to help solve new concepts or skills

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

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Throughout the text, students are prompted to assess the reasonableness of their solutions by walking students through problem solving steps and encouraging students to check their work in context of each situation
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Throughout the text, students are prompted to apply the concepts and skills they are learning to real-world applications. All concepts in the student edition are connected to real-world applications
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Throughout the text, students are prompted to communicate their thinking and create mathematical arguments by explaining and justifying conclusions.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Throughout the text, students are prompted to read and understand situations, examples, or what a question is asking.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Throughout the text, students are prompted to analyze information and put pieces together to make conjectures or draw conclusions
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Throughout the text, students are prompted to collaborate with peers in order to hear different perspectives, analyze strategies, and demonstrate their own understanding or skills.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Throughout the text, students are prompted to use organizers, diagrams, and empty space provided in the student edition to create quality work, meeting the expectations of each task
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Throughout the text, students are prompted to communicate using academic language,

			math vocabulary and complete sentences.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	A Spanish glossary is available for students online. According to the publisher questionnaire and video, the student edition is also available to purchase in Spanish

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The content is written to cover the BEST standards. However, the content is also written to be used with Algebra 2 Honors, so teachers need to be made aware of the extra content included that is not required of the regular Algebra 2 course.
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 cover the BEST standards. However, the content is also written to be used with Algebra 2 Honors, so teachers need to be made aware of the extra content included that is not required of the regular Algebra 2 course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The content is written to cover the BEST standards. However, the content is also written to be used with Algebra 2 Honors, so teachers need to be made aware of the extra content included that is not required of the regular Algebra 2 course.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	This text is written to be used as an interactive student edition for students to use as guided notes and practice. Throughout the text, students are guided through the steps of each concept and skill to discover multiple methods of problem solving
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The complexity of content does meet the standards of the course. However there are some topics and skills that are included for students above what is expected of the Algebra 2 Honors course that if used in the regular course may confuse some students without proper guidance from teachers if included in instruction (eg. matrices, decomposition of functions)
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 complexity of content does meet the standards of the course. However there are some topics and skills that are included for students above what is expected of the Algebra 2 Honors course that if used in the regular course may confuse some students without proper guidance from teachers if included in instruction (eg. matrices, decomposition of functions)
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	Within the teacher edition of the text, timelines and pacing guides are included complete with time for reviewing and assessing student knowledge

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 presented with expert information and application of the subject matter and content.
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 quality of the content, complete with real-world information to help students make connections to realistic applications of the mathematics they are learning
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 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	Material appears free of bias and contradictions; it 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 included is representative of the disciple; relevant information is included allowing students to make real-world connections
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	Materials appears free of mistakes and inconsistancies
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	Multiple real-world applications are included allowing students to make connections between mathematics and the world around them
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Material contains real-world applications allowing students to draw connections between

		concepts and relevant, realistic applications
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Material contains real-world applications allowing students to draw connections between concepts and relevant, realistic applications
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Material contains real-world applications allowing students to draw connections between concepts and relevant, realistic applications
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 different groups 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	Materials portray individuals with compassion and considerations for 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 benchmarks and standards is covered in the content of the material. However, it should be noted that some of the material goes beyond what is expected in the Regular course as this is written to be able to be utilized in the Honors classroom as 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.	5 - Very Good Alignment	The teacher edition of the text goes above and beyond expectations. In every lesson, teachers are provided with a

		breakdown of expectations, MTR strategies, differentiation for students based on activity performance, ELL tips, activity chunking suggestions, assignment recommendations, and space for teacher reflection on the effectiveness of the lesson
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The text and online materials are written to be used in a 60/40 approach. According to the text, 60% of instructional time is used in whole-class activities through the MATHbook (student consumable), with the other 40% of instructional time spent monitoring students as the work individually in MATHia software. Pacing is included for the 60/40 approach as well as MATHbook only approach. The online materials, if used in conjunction with the student consumable, would be beneficial to student learning
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 organized into digestible bites for student mastery, as well as built in differentiation through student text activities and automatic online differentiation.
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	Narration and visuals contribute to the engagement of students, helping them make real-world connections and meeting each student at their ability 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	Material is organized into digestible bites for student mastery, as well as built in

		differentiation through student text activities and automatic online differentiation. Pacing recommendations sum to approximately 150 instructional sessions, at 45 minutes each. The sequence is recommended for a school year with room for approximately 20 sessions for assessments
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 material is adjustable for students with additional needs; if utilizing MATHia components, students would need access to a device with internet access
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Material exceeds expectations with planning resources for teachers.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Throughout the text, there are hints and guided imbedded to encourage students to continue to problem solve through new concepts and skills
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Materials thoroughly teach "big ideas," grouping material into 5 modules, and topics and lesson with them.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	In the student and teacher edition, learning outcomes and MTR "look for" are clearly stated to encourage student and teacher success

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 provided with guided examples, and gradual release to improve their problem solving skills
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Throughout the text, teachers are provided with differentiation strategies based on how students are performing on every activity. The online component (MATHia) provides individualized, differentiated support immediately for 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	Students are provided with guided examples, and gradual release to improve their problem solving skills
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	In the student and teacher edition, learning outcomes and MTR "look for" are clearly stated to encourage student and teacher 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	Throughout the text, teachers are provided with differentiation strategies based on how students are performing on every activity. The online component (MATHia) provides individualized, differentiated support immediately for students
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Throughout the text, teachers are provided with differentiation strategies based on how students are performing on every activity. The online component (MATHia) provides

		individualized, differentiated support immediately for students
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Throughout the text, teachers are provided with differentiation strategies based on how students are performing on every activity. The online component (MATHia) provides individualized, differentiated support immediately for students
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	Throughout the text, teachers are provided with differentiation strategies based on how students are performing on every activity. The online component (MATHia) provides individualized, differentiated support immediately for students
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Online material is adjustable for students with additional needs; if utilizing MATHia components, students would need access to a device with internet access
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	In the student and teacher edition, learning outcomes and MTR "look for" are clearly stated to encourage student and teacher success
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	In the student and teacher edition, learning outcomes and MTR "look for" are clearly stated to encourage student and teacher 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 evidence of CRT was found upon reviewing the material
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT was found upon reviewing the material
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT was found upon reviewing 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	No evidence of SEL was found upon reviewing the material

Reviewer's Name: Kari Johnson

Title: enVision Florida B.E.S.T. Mathematics Grade K

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 380

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

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	5 - Very Good Alignment	This benchmark is well thought out and explicit. Students are given a variety of choice in their learning to be succesful.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	5 - Very Good Alignment	a great combination of drawings, expressions and fluency are embedded within.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	opportunities for students to analyze student work adds to the level of understanding and explaining student thinking
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	5 - Very Good Alignment	great real world problem application
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	4 - Good Alignment	not as many hands on related activities that support this benchmark
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	the lesson overview provides great clarifiation and connection to other benchmarks.
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are	5 - Very Good Alignment	great connection with ordinal numbers and usage of academic vocabulary

	limited to circles, triangles, rectangles and squares.		
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	I love how there is connection to the community in analyzing the varioius shpaes that make up buildings. Shape size and orientation is truly the focus.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	4 - Good Alignment	more use of real world objects could be incorporated into each lesson focusing on this benchmark.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	5 - Very Good Alignment	combination of productive struggle, hands one, problem solving (3 ACT math) and visuals to support the vocabualry associated with this benchmark.
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	the lessons have a strong connection to students prior knowledge
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	Let's investigate strongly aligns with this benchmark
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	great hands on oppotunities to apply what is being instructed
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a	5 - Very Good Alignment	so many oppotunities to favor various learning styles

	written numeral. State the number of objects in a rearrangement of that group without recounting.		including acting out, drawing pictures...however, some of the projects tasks don't have a strong of a connection to the benchmarks.
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	various reprsentaiton of numbers (comparing numbers, building numbers, representing numbers in differente ways)
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	4 - Good Alignment	benchmark is conncted to shapes as well but not a ton of oppotunity for students as this benchmark only appears on a couple of pages, however, this standard doesn't seem as complex.
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	5 - Very Good Alignment	strong content complexity
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	5 - Very Good Alignment	showing numbers in various ways that do not always start with one allows for deeper understanding. 100's chart, ten frames, number lines are used to support students learning
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	5 - Very Good Alignment	student practice pages are visually easy to understand with color coding

			system for tens and ones. Students are provided with multipile opportunities to demonstarte learning in various ways.
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	5 - Very Good Alignment	counting forward and backwards on the number line fully supports this standard.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	great scaffolding for both the students and the teachers. Srong connection to previously taught benchmarks. The real world problems are diverse and meaningful. Higher level questions are provided for teachers to prompt and push students. Multiple strategies are demonstrated for students.
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	prodivutive struggle to demonstrate realted number sentences is meaningful. Number bonds and related number sentences will really support the connection for students.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	It is hard to rate this benchmark through a curriculum. Most of this benchmark rely's

	• Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		on the teacher buidling postivie, strong, problem solving math teachers. This curriculumd does provide opportunity for students to analyze student work to see variosu strategies. It has productive struggle with each benchmark, specific student choice projects. However, it is up to the teacher to build the perserverance, the positive mindset and provide engaging learning tasks. Possibly connecting to growth mindset texts would be useful for teachers to include in their lessons.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	The student edition has fantastic visuals that are developmentally appropraite for Kindergarten age students. Conceptual understanding is highly evident as students are provided with choice and are able to analyze peer work as well. It is easy to make connections with prior benchmarks with pracitce of various strategies and meaningful

	• Choose a representation based on the given context or purpose.		discussions that enable students to hear specific and explicit feedback.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	daily sovle and share provide
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	This standard is strongly evident in various lessons. Students are provided time to analyze student work to reflect on their thinking and listens to others. The teachers manual provides higher level questions to start productive conversations.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	The solve and share problems provide real world application and a meaningful and productive struggle. The vocabulary associated with these problems are academically appropriate and relevant.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Each problem poses opportunities for students to solve with various representations (counters, numerals, pictures, equations...)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	Great real world application. Pick a project provides investigations, however, I feel that

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		the projects would be hard to incorporate in a Kindergarten classroom. I think there could be more hands on (manipulatives) center oppprtunities.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	I really like the convince me section. This strongly supports this benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	students pages and visually easy to understand and developmentally apporpriate.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	great connecting reading benchmarks with math concepts.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	so many opportunities for students to engage in meaningful and productive conversations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	It really comes down to the teachers to implement this benchmark. There are good opportunities within, however, a curriculum alone cannot ensure that a student in creating quality work. That comes from the

			teacher. The pick a project really could be scaffolded more for Kindergarten age students. Too many choice and not enough time to fully model and explain what success looks like is a barrier I forsee.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	this truly depends on how the teacher implements this standard so it is hard to give a justification
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	the teachers manual have great scaffolding and reteaching opportunities to support the learning needs of ELL students. The lessons walk you through a startegic manner to support these students dependant on their level.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	the benchmark is supported through visuals, specific question prompts and are provided with language stems to support them in communicating their academic knowledge.

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 very clearly connected
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	visually age appropraite and skill level is developmentally approparite
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Do manipulatives come with thsi curriculum?
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	skills are scaffolding and repeated so students have multiple opportunities for practice
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	many opportunities for productive struggle!
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 productive struggle is grade level appropriate through collaboaritve conversations and performance tasks.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	I like the sequence and flow of the topics. It is well scaffoleded and clearly builds upon each other
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	I strongly agree
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	I strongly agree
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 was very organized and has a nice flow to each lesson.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The content is very goal oriented.
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	If teachers follow the way this material is presented, students will be crtiical math thinkers!
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 errors or mistakes while reviewing this curriculum.
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 definetly reserach based and supports the current benchmarks that have been recently adopted. Teachers will be familair with the new focus on fluency and will learn a lot about becoming strong math teachers.
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	I strongly agree
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 appropriatly for Kindergarten learners. The student workbook is colorful, visually appropriate and follows directly from the content the teacher presents in each lesson.
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 problem application
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	I strongly agree that this is supported. Learners have multiple opportunities to build strengths in various ways.

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	shows diversity within the picture of the student workbook
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 pictures are very diverse and represent a wide range of people and animals in a age appropriate and positive manner.
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.	4 - Good Alignment	I noticed that there wasn't many center opportunities for students that are applicable in the clasroom. The projects are wonderful, however, teachers may find that challenging to incorporate without other teacher/volunteer/adults support. Teachers will have to supplement to create their own indepdent student 'centers'
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	I strongly agree. Each lesson provideas an overview, a learning bridge and a productive struggle with hands on tasks and meaningful conversations.
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 user friendly
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 age appropriate yet still holds students to high expectations and challenges students appropriately.

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	3-act math and investigation opportunities are built into the unit
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	many modifciations can be made to suppot the various needs of 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	All materials were easy to use, well organized and visually appealing

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	I think maintaining the learners motiation comes more from the teacher than it does a curriculum.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Each lesson is very thorough in building a strong understanding of new concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The questions that are provided within each lesson for the teachers are higher level and age appropriate.
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	great scaffolding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	many learning modalities are visible.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	many hands on opportunities
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	some of the activities seem more challenging for teachers to implement into the clasroom. The centers could be more extensive and more independent focused.
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	Various strategies are implemented and very specific
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	I strongly agree
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	visually organized for students
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 and the performance task will give teachers the ability to know their students strengths and weaknesses within each benchmark.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	consider the needs of all students with regards to race 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	strongly supports ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
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	I strongly agree that this submission ndoes satify learning requirements. It is very clear which benchmarks

		are being explicitly taught and meaningful opportunities for students to showcase their learning.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	yes
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	very focused on assessments data and providing best practice for teachers.
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

Reviewer's Name: Govinda Poor

Title: enVision Florida B.E.S.T. Mathematics Grade K

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 380

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.	Savvas Math is aligned to the upcoming B.E.S.T. Standards that will be adopted in the 2022-2023 school year. MTR's are integrated throughout. The main weakness is the need for students to have more manipulatives in their hands and doing authentic tasks rather than paper pencil tasks.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	4 - Good Alignment	Instruction includes creating a ten using manipulatives(blocks), number lines, finger/hand models and drawings.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	3 - Fair Alignment	Students can use drawing depictions to illustrate the sum of two numbers. Students have multiple opportunities for practice but may need more instruction.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Students model with two color counters, number lines, and real life examples of when addition and subtraction would need to be used.
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	3 - Fair Alignment	Blocks, two color counters, drawings. Needs more instruction on meaning of "true" or "false"
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	4 - Good Alignment	Students collecting, sorting, and counting real world objects. Intervention authentic tasks for students to partake in. Instruction includes geometric figures that can be

			categorized using their defining attributes.
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	2 - Poor Alignment	Students need more opportunities to explore shapes in their hands.
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	3 - Fair Alignment	Has classroom examples of students finding shapes, but not making the connection to similarities and differences.
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	3 - Fair Alignment	Sort and share of real world objects,
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	4 - Good Alignment	Select a project- shapes in the kitchen, on a quilt, with puppets
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	2 - Poor Alignment	At Kindergarten age/ability students are not able to draw two identical shapes
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	3 - Fair Alignment	To directly compare length, objects are placed next to each other with one end of each object lined up to determine which one is longer
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in	4 - Good Alignment	Objects endpoints are alligned when measuring

	common. Express the comparison using language to describe the difference.		
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	3 - Fair Alignment	Shows non-examples with paperclips(nonstandard unit of measuremnent) Needs more examples of what is new to the standard (objects up to 20, prevously only up to 10)
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	4 - Good Alignment	Embedded throughout Savvas Curriculum
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Embedded throughout Savvas Curriculum
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	4 - Good Alignment	Visual learning bridge lesson. Also shows cars in different directions while modeling 1st, 2nd, 3rd...
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	Multiple representations, Instruction focuses on matching, counting and the connection to addition and subtraction
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	Embedded throughout Savvas Curriculum
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with	4 - Good Alignment	Use of two color counters in 10 frames.

	objects, drawings and expressions or equations.		Multiple representations
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Plotting numbers on a number line. filling in missing numbers. : When locating numbers on the number line, the expectation includes filling in a missing number by counting from left to right on the number line.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	4 - Good Alignment	Instruction includes objects, fingers, drawings, number lines and equations.
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	4 - Good Alignment	Students are taught multiple methods to choose from to solve addition and subtraction problems
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	"Share and Solve" opportunity

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Students are exposed to multiple strategies with integrated manipulatives (2 color counters, blocks, bears)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Students are able to select efficient and appropriate methods for solving problems within the given context.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	4 - Good Alignment	Students discuss solutions with one another.

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Embedded share and solve opportunities throughout lessons
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	3 - Fair Alignment	Students assess reasonableness of sorted shapes, groups

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		with the same amount, and within measurement
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Embedded throughout Savvas Curriclum
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Lesson 1-3 "Ask students to explain their drawing using the sentence stem " I drew_____ bevause_____"
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Example in lesson 2-5 in Visual learning bridge. Learning not released to students

ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Topic 9- 3 act math with students infering about vegetables from the market
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Many collaborative opportunities for students
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	User friendly formatting
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	Use appropriate voice and tone when speaking or writing.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	ELL strategies embedded throughout
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	ELL strategies embedded 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	All Math B.E.S.T. standards covered
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	All Math B.E.S.T. standards covered
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	All Math B.E.S.T. standards covered
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lessons build upon eachother

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	DOK Levels are appropriate
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	DOK Levels are 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	Time allotment for each part of the lesson matches the complexity of the task
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	The visual learning bridge reflected information in the lessons
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Online additions
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No "stand out" 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	Savvas 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 alligned to standards
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 are 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 topics are up to date with 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.	4 - Good Alignment	All topics are up to date with upcoming 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	Content is logically introduced and builds/stacks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Examples" bookshelves, recycling, food at the market, use of fingers, many connections to student life.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Example: topic 8 centers include activities for music, writing, science, math, ELA, and dramatic play
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 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 pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	None observed
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Content is alligned to 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	Standards are taught fully with integration of MTR's, intervention, assessment, and topic centers.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Standards are taught fully with integration of MTR's, intervention, assessment, and topic centers.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Content is logically introduced and builds/stacks.
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 in reading or listening. Many photographs embedded throughout
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 digestable 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).	4 - Good Alignment	Type and size, Colors and background colors can be adjusted, Background: High contrast color settings are available, Text-to-speech tools, All images have alt tags, All videos are captioned, Text, image tags, and captioning sent to refreshable Braille displays
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Clear presentation in primary and ancillary materials

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Examples include interactive math stories, center activites, videos, and engaging lessons.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Standards are taught fully with integration of MTR's, intervention, assessment, and topic centers.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Topic and lesson introductions include learning targets

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Students released for productive struggle
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Pick a project activities, intervention activities, technology center, and enrichment in every topic
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Solve and share to connect prior knowledge to new ideas
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	Logically 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.	3 - Fair Alignment	MTR and ETP's throughout each lesson
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	MTR and ETP's throughout each lesson
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments based on learning outcomes of each lesson
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments based on learning outcomes of each lesson
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	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?	4 - Good Alignment	MTR and ETP's throughout each 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	B.E.S.T Standards are embedded throughout Savvas Curriculum

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	Material focuses on content not 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 Culturally Responsive Teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Instructional 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?	4 - Good Alignment	instructional materials do NOT solicit Social Emotional Learning

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade K

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012020 - Grade Kindergarten Mathematics

Bid ID: 380

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states "The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format." I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
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.	5 - Very Good Alignment	Publisher listed several AT softwares that are compatible with their site. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Kristen Knotts

Title: enVision Florida B.E.S.T. Mathematics Grade 1

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 381

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

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Includes equivalent number sentences and strategies to make a ten when three addends are present to find the sum. Allows students to demonstrate mastery at multiple levels. Extends beyond standard to adding four addends.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Includes an abundant amount of opportunities for students to draw addition and subtraction problems presented in a variety of ways.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	3 - Fair Alignment	Ample opportunities for students to relate addition and subtraction. However, not a lot of restating a subtraction problem as an addition sentence with a missing addend. When students are able to demonstrate this standard, it is embedded within other lessons and only a few opportunities are provided.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	4 - Good Alignment	Students are given the opportunity to determine if number

			sentences are true or false. Opportunities for students for students to demonstrate explanation of understanding.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Provides extensive opportunities for students to determine the whole number throughout the curriculum in both additional and subtraction.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	5 - Very Good Alignment	Entire topic dedicated to tally and pictographs.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	4 - Good Alignment	Allows ample opportunity for students to demonstrate comparing totals.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	4 - Good Alignment	Topic 14 is dedicated to partitioning shapes into halves and fourths. Students use appropriate language as halves and fourths.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Provides no opportunities for students to self identify two and three dimensional shapes by naming. Provides limited exposure to names of three-dimensional shapes. There is ample opportunities

			for students to determine if a shape is two dimensional or three dimensional.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	3 - Fair Alignment	Provides limited opportunities for students to sketch two dimensional shapes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Several opportunities provided.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Well aligned.
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	4 - Good Alignment	Well aligned.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	3 - Fair Alignment	Well aligned.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	4 - Good Alignment	SE pgs. 521-522 Does not align to this standard.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	3 - Fair Alignment	Only a few opportunities for students to demonstrate this standard.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten	4 - Good Alignment	Well aligned.

	dollar bills up to $100. Use the ¢ and $ symbols appropriately.		
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	3 - Fair Alignment	Minimal opportunities for students to practice.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	Well aligned.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	Well aligned.

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

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

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Well aligned.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	Well aligned.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Well aligned.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Well aligned.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Well aligned.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Well aligned.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Well aligned.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Well aligned.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Well aligned.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Well aligned.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	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	Well aligned.
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.	5 - Very Good Alignment	Well aligned.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Well 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	Well aligned.
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	Well aligned.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Well aligned.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	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	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	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).	5 - Very Good Alignment	Well 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	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	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	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	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	Well aligned.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	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	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	Well aligned.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	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.	4 - Good Alignment	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	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	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	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.	5 - Very Good Alignment	Well aligned.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Well aligned.
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	Well aligned.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Well aligned.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Well aligned.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Well aligned.
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	Well aligned.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	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	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	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	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	Well aligned.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Well 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.	5 - Very Good Alignment	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	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?	4 - 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	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	Well aligned.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Well aligned.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	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	Well aligned.

Reviewer's Name: Kaley Metzler

Title: enVision Florida B.E.S.T. Mathematics Grade 1

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 381

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

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Topic 5 includes 2 lessons
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Many areas include solving real world problems throughout the curriculum
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	The first topic has students creating different types of equations. Some of the equations involve a missing addend.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	3 - Fair Alignment	There are true and false problems, but not enough areas for the students to explain why in their own way.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Students need to find the unknown in any position in this topic.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	5 - Very Good Alignment	Students are collecting data to display using tally marks or pictographs.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	They interpret the data they created from the tally marks or pictograph.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	They start with understanding equal and nonequal parts. Then, they use the

			terms: halves and fourths.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	The topic includes the correct shapes for this benchmark.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	5 - Very Good Alignment	They sketch the shapes based on the correct attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	13-9 has students creating rectangular prisms with small cubes. It is not creating all the specified 3-D objects.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	The explore portion of the lesson allows for students to find real-world objects.
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	5 - Very Good Alignment	The topic has students using the given ruler on the page to measure to the nearest inch.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	4 - Good Alignment	There is only a few activities for indirect and direct measuring.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	5 - Very Good Alignment	The lessons show students both of the clocks and teach them how to read each clock.

MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	5 - Very Good Alignment	The lessons involve the cents symbol when teaching the value of coins.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.	5 - Very Good Alignment	The curriculum has activities for students to count the value of the combination of coins and the combination of bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	5 - Very Good Alignment	Many areas allow for students to practice this benchmark.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	5 - Very Good Alignment	Students are taught to read numbers in all of these forms.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Students represent the number in multiple ways throughout many lessons.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Students plot, order and compare numbers on a number line and by using a hundreds chart.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Students relate addition facts with subtraction facts. Student have lots of practice solving these facts.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Students have lots of practice solving up to a sum between 0 and 20.

MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Students use a number line to find one more, one less, 10 more and 10 less.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	The lesson explores this concept.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	The lesson explores this concept.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	There is not enough areas where students modify methods to solve a challenging problem.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	The students are taught multiple ways to solve the problems throughout the curriculum.

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

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Patterns are taught using manipulatives, charts, and through discussions.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	There is not enough opportunities for students to discover solutions.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	They involve this in "pick a project", word problems, STEM projects and "act math".
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	The assessments/practice problems do not have students explain or justify their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Students need to comprehend the word problems to solve them correctly.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students need to make inferences during the real-world connections and word problems.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students need to use active listening skills throughout the lessons to understand the concepts.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Pick a Project has a rubric for students to follow.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Through the discussion questions, students practice this benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Students can draw their understanding.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The students communicate their thinking and reasoning with peers and teachers.

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	It mostly aligns to the standards. See above.
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 curriculum does not have enough challenging tasks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are adaptable for all classrooms.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The I can statements and real-world connections help students understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The difficulty and complexity is not rigorous enough for our 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 difficulty and complexity is not rigorous enough for our standards.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The difficulty and complexity is not rigorous enough for our standards.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The materials 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 sources connect to the quality and organization 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	There were 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	There was 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).	4 - Good Alignment	The concepts are aligned to the grade level.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	There were no mistakes or inaccurate information.
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 our new benchmarks.
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 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 "Pick a Project" and STEM activities are relevant to students.

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 real world connections for students. (Pick a Project, STEM activities, let's investigate, etc.)
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	The content is meaningful to students by having them make a real-world connection in each lesson.
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	There are no areas that had 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	All of the material portrays people and animals in the correct way.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, the content and benchmarks 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.	4 - Good Alignment	Teachers only need to find intervention activities for students working below grade level.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All material aligns with each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The curriculum follows 5E model.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	The real-world connections engage students.

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.	5 - Very Good Alignment	The pacing and time is reasonable for teachers and 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	There is not enough intervention resources for students who need extra support or below grade level 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	The presentation was meaningful and gave all the correct information.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The projects are motivating for students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The ideas and concepts are important to learn for students.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	There are clear outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	2 - Poor Alignment	The material and techniques is given to students. There is not enough "exploration" activities.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The activities are adaptable.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	The main teaching portion (explain) is not engaging for students.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The material is very organized.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	There needs to be more discussions and exploration areas for students.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The material aligns to the targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The assessments align to the topic taught.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessments need areas where students explain their thinking and reasoning.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The instruction provides strategies to help 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?	4 - Good Alignment	The materials provide appropriate application of the new benchmarks. Most of the MTRs are aligned with the material.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	It satisfies the learning requirements.

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

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	The instruction 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?	5 - Very Good Alignment	It provides good strategies for SEL.

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 1

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012030 - Grade One Mathematics

Bid ID: 381

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states "The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format." I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
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.	5 - Very Good Alignment	Publisher listed several AT softwares that are compatible with their site. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Doreen Alvarez

Title: enVision Florida B.E.S.T. Mathematics Grade 2

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 382

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The student edition is colorful and engaging. Hands-on work is encouraged throughout. However the entire program feels like it was made for Common Core with some edits to try to meet the BEST standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	numerous opportunities for students to solve one- and two-step addition and subtraction real-world problems throughout the text.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	Meets the standard, but with insufficient practice.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	3 - Fair Alignment	Meets the standard, but with insufficient practice.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	4 - Good Alignment	Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	4 - Good Alignment	Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	Scales are appropriate, graphs use both orientations, ample practice
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Meets standards with clarifications, good progression from interpreting to

			problem solving from graphs.
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	4 - Good Alignment	Meets standard with sufficient practice
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	4 - Good Alignment	Contains examples and non-examples
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	3 - Fair Alignment	Needs more exposure and practice with vocabulary
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	3 - Fair Alignment	Needs more exposure and practice with vocabulary
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	3 - Fair Alignment	Taught in isolation, could refer back to fractions and halves.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	Emphasizes conceptual understanding and uses real world objects
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	3 - Fair Alignment	Only mentions, "You can add the sides in any order." Needs more examples of commutative and associative properties of addition.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard,	3 - Fair Alignment	Meets clarifications 2 & 3: 2- Instruction focuses on

	centimeter or meter by selecting and using an appropriate tool.		recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected. 3-When estimating the size of an object, a comparison with an object of known size can be used., but only shows 1 ruler used as a number line for clarification 1-Instruction includes seeing rulers and tape measures as number lines.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	2 - Poor Alignment	Only 3 questions addressed this standard.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Ample practice of real word one and two step problems.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	3 - Fair Alignment	Lacks sufficient use of number lines and partitioning of circles.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	4 - Good Alignment	Question 9 on p. 380 is confusing. It needs to say one nickel MORE, not one nickel. Sufficient practice

			which meets the standard.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	3 - Fair Alignment	SE uses one example and guided practice on p. 446 and goes right to independent practice for decomposing numbers. More instruction is needed.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Ample practice. Sequencing is good.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Ample practice. Sequencing is good.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	2 - Poor Alignment	Rounding is taught apart from place value as estimation in word problems, which is good. However, it's never looked at again when students are plotting, comparing and ordering. Thus they are not making a connection between the concepts.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Instruction is not in isolation with other benchmarks.
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	Teaches the concept and revisits it with money farther on, but some of the lessons cited are a stretch to

			meet the standard. Specifically Topic 10 lessons 7 & 9 barely touch the standard.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Ample practice, multiple methods taught allowing students to choose the one they can use reliably.
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	4 - Good Alignment	Uses number lines, and place value blocks.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	The text encourages students to analyze a problem. Occasionally it adds a character with a growth mindset character. Students who struggle with reading will not be inspired to read the comments.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	3 - Fair Alignment	The text uses several strategies, but during independent practice it focuses solely on one method at a time.

	• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Struggling students need more practice to develop their ability to do mental math.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	3 - Fair Alignment	Most of the discussion is in the margins of the TE. On one student page a character reminds students to disagree respectfully, but students need to be taught how to do this.

	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Used throughout.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used.	2 - Poor Alignment	Only used when teaching estimation. Text rarely asks students to check work with an inverse operation.

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	Text does well with, "Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems.." However, it does not do well with, "Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. "
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Ample practice across text for students to explain and justify.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is readable for on grade level students, with the exception of names.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Some word problems include inference by nature of the wording. Student will need to infer which operation to perform. No other correlation exists.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Previous comments address this.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Students are rarely asked to explain their thinking in writing. Most of the opportunities to do this are in extra projects that many teachers will not have time to use.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Many lessons contain a speaking element in the TE. Voice in writing is not used.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE contains information for teachers for ELL students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE contains information for teachers 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.	3 - Fair Alignment	Overall some things were very good, but there were too many points with a fair or less than fair alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Skill was well aligned, but there were some sections with insufficient practice.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Many of the components are extraneous like the projects, which will most likely never be used.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Multiple strategies are presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Most meet 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.	4 - Good Alignment	Most meet student predicted abilities based upon the standards.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Time periods will vary based upon student levels and mastery.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Meets expectations
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Meets expectations
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	I spotted one question with a subject verb agreement issue. Overall accuracy is not a concern.
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).	5 - Very Good Alignment	Meets expectations
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 errors noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Meets standards which are research based.

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 and relevant.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Appropriate for second graders.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Problems attempt to be relevant to students interests.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	There is an occasional real world question that relates to science, and a STEM label is placed on it. It is less than authentic.
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	Ethnic names are difficult for students to read and pronounce.
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 inappropriate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Covered, but not with the depth needed in some areas where only one example is given before independent practice.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The TE includes snips of pages per lesson for reteaching, enrichment, mathematical literacy and extra practice. It is unknown if these will automatically come with the program. Often times these

		come as extra or black-line masters that need to be copied.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Aligns with components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	Many of the standards jump around. Rounding is not taught with place value, but with word problems much earlier in the text. Teacher may have to teach much of the curriculum out of 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	Appears to be engaging.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	Some lessons may need to be retaught. One day per concept can be insufficient for struggling learners.
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	Student pages appear to give sufficient room for calculating or filling in blanks.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Meets expectations.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Materials are colorful. There are a variety of characters that students maybe able to associate with.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Bid ideas are related to standards, but scope and sequence are off.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	TE includes examples and possible non-examples of student work.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	2 - Poor Alignment	Each lesson has one example, and often has one group practice problem. Then students are expected to be able to work independently.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The TE contains guidance and support.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Manipulatives are encouraged throughout.
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	Some lessons have a "Pick a Project" which relates to a/some standards. Not every student is capable of doing these projects, and they may only be used for enrichment.
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	Includes hands-on and other strategies such as number lines.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Many lessons meet the Benchmark clarifications, but not all.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments 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.	4 - Good Alignment	Assessments incorporate strategies.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies are used 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?	3 - Fair Alignment	The individual components have a range, and overall this seems to be fair.
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	Many parts are lacking for an overall Good Alignment rating.

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	While being culturally sensitive with names and illustrations, CRT is not taught.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT is not taught
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT is not taught
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	Some lessons include growth mindset concepts, which are a component of SEL learning.

Reviewer's Name: Alison Brannack

Title: enVision Florida B.E.S.T. Mathematics Grade 2

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 382

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.	enVision Florida is BEST and grade level appropriate. The program addresses varying levels of learners as well as varying abilities and learning modalities. The program provides accessible materials, as well as content based problem solving lens. There are strategies and tools embedded to grow

	mathematical thinking and reasoning, and a growth mindset.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Problems throughout program include real world scenarios.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	True or false equation analysis included
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	Multiple opportunities to identify an unknown whole number
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	Varied ways to represent even and odd numbers
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	Repeated addition using arrays & equations provided in multiple lessons
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	Many opportunities for students to organize data using tallies, bar graphs, pictographs, etc.

MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Varied charts, graphs & tables for students to interpret data & solve problems with
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	Multiple opportunities to partition shapes & academic vocabulary included to name partitioned parts
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Multiple opportunities to partition shapes & to see new shapes created by partitioning
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	Appropriate focus on specified shapes to be drawn & identified
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	Multiple opportunities to categorize shapes based on specified attributes
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	Lines of symmetry covered
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	3 - Fair Alignment	Opportunity to explore perimeter
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	Multiple opportunities to find the perimeter of polygons

MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	Many opportunities to estimate & measure lengths
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	Multiple opportunities to measure & compare lengths
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Opportunities provided to solve problems with same unit lengths
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	Multiple opportunities to read and write time & utilize expressions of time
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	5 - Very Good Alignment	Many opportunities to engage with problems involving dollar bills and coins
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Many opportunities to read & write numbers in varying forms
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Many varied opportunities to compose and decompose numbers included
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Appropriate opportunities to plot, compare & order numbers included
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	4 - Good Alignment	Rounding numbers embedded in lessons

MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Recall automaticity embedded across a multitude of lessons
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	Appropriate amount of opportunities to identify numbers more or less than a given number
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Multitude of opportunities to add/subtract whole numbers reliably with procedures explicitly taught
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	5 - Very Good Alignment	Addition & subtraction of larger whole numbers lessons included in the program
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	many supports embedded (I Can statements, 3 act tasks, discourse structures, etc) in program focused on analyzing, questioning, persevering, & collaboration
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Many opportunities to represent understanding in varying ways

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

	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Structures embedded in program to support scaffolding learning (solve & share, visual learning bridge, performance tasks, independent practice, etc.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	5 - Very Good Alignment	Thinking & reasoning habits, Convince Me problems, etc included to provide supports for assessing solutions

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	real world contexts embedded throughout lessons
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Explanations encouraged in each lesson, the Look Back section of lessons and in the Solve & Share tasks.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Word problems, Higher Order Thinking tasks, provide opportunities for reading grade level texts
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Multiple sections of each lessons allow for inferencing

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Many opportunities for collaboration and mathematical discourse embedded across lessons,
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Tone is set by program for quality work; rubrics and possible answers provided for teachers for grading/reflection
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Student voice & tone established through tasks & projects
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL supports embedded in every lesson & scaffolding strategies provided for teachers to utilize
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	ELL supports embedded in every lesson & scaffolding strategies provided for teachers to utilize

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	Grade level appropriate, standards & learning outcomes 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	Appropriate skill level embedded within curriculum; differentiation strategies embedded as needed
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	differentiation strategies embedded as needed;

		adaptable lessons & tasks included
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 modes of scaffolding provided
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Varying difficulty levels embedded through materials; differentiated materials included
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Ability level & grade level are appropriately considered throughout the curriculum
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	Appropriate pacing of material as well as adaptability opportunities for pacing of instruction
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Expert information noted
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 contribution noted
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	Appropriate and relevant topics/materials

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	Relevant and current content
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Appropriate & relevant content/materials
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate materials for varying learning styles & ability levels
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Meaningful connections can be made in every 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	Interdisciplinary connections to reading, writing, STEM, etc are embedded
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 inhumanity noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Content is covered appropriately and deeply in the program

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	Multitude of materials provided to address 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	Components aligned
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Logical organization & consistency noted
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visuals & content engaging for all learners; scaffolding strategies embedded throughout
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 & can be adapted as needed
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 are accessible 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	Accessible, adaptable, & content is appropriately presented for grade level learning

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Growth mindset prompts/statements embedded in lessons
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Lessons focus on big ideas & connect with each other

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear information & outcomes embedded in 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	Visual bridge tools, supports embedded in lessons to support independence
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Varying levels supported with tools in each lesson - teacher materials have differentiated strategies & materials available
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Engagement strategies embedded 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.	5 - Very Good Alignment	Logical extensions provided for each lesson based on varying levels of learners
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Instructional strategies align with targeted learning outcomes
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Effective teaching strategies embedded throughout program
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Varied assessment strategies appropriate for learning outcomes embedded
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	Varied assessment strategies appropriate for learning outcomes embedded
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL strategies noted
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	EE & MTR standards addressed appropriately

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	Learning requirements are satisfied with this program

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/Social Justice 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 embedded is appropriate for mathematical mindsets, no CRT noted

Reviewer's Name: Brooke Erdman

Title: enVision Florida B.E.S.T. Mathematics Grade 2

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 382

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 SAVVAS enVision Florida materials were very well thought out and did an excellent job at aligning the curriculum to the Florida BEST Standards. The curriculum goes beyond just a student textbook and includes a lot of additional resources for teachers to help scaffold student learning. It is a great learning tool that outlines the learning targets clearly for

	teachers. The tools and resources available to view are easy to navigate, and the TE outlines other materials that teachers can use for intervention and enrichment. There are a couple of areas that may have been a little bit challenging for second graders (see my justification comments), but it did not affect the overall correlation to the Florida BEST Standards. Overall, I would recommend these materials to be adopted for state use.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	There are a variety of one and two step addition and subtraction problems throughout the instructional materials. They are easy for students to relate to.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	5 - Very Good Alignment	The alignment to the standard is very good. There are a variety of equations, as well as a focus on the understanding of the equal sign. It followed benchmark clarifications.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	In example problems, the unknown number was located in multiple positions.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	Excellent representation of even and odd with the linking cubes

			making equal (even) groups or even groups plus one (odd).
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	Great use of arrays and repeated addition within problems.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	There is good use of charts, tables, graphs, etc. However, I would combining tallies, money, graphs, etc in Lesson 9-5 is very confusing for second graders. I understand focusing on MA.K12.MTR.5.1. in order to connect mathematical concepts, but in today's digital world, physical money/coins is challenging for students to relate to. Relating coins to tally marks in order to make patterns just does not make sense, especially in relation to this standard.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Lots of good practice for interpreting data. There are sections that ask for solutions to addition and subtraction problems based on the data in the charts, graphs, etc.

MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	Uses appropriate language and allows for practice with halves, thirds, and fourths.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Solve and Share and Visual Learning Bridge offer excellent practice with this.
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	Covered the required shapes and their attributes.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	Visual Learning Bridge did a great job explaining this.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Includes appropriate practice for symmetry.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	Followed clarifications on real world application- would recommend more real world objects in the independent practice section.
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	Includes appropriate practice for perimeter using whole lengths.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	Great alignment- included components covering the clarifications of this standard (ruler as number line, estimating

			measurements, comparing, etc).
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	Includes practice for measurement and finding the differences.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Multiple points of practice for measurement using one and two step problems.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	Utilized both a number line and partitioning of circles as described in the clarifications.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	5 - Very Good Alignment	While this does align, I would recommend not doing as many problems with the half dollar. Again, relevance with our students. They are more likely to interact with other coins or digital currency in their everyday lives. Adding in the half dollar to so many problems is confusing. Also consider removing questions pertaining to coins from other countries, as this is irrelevant to the standard.

MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Follows guidelines and includes practice for numbers 0-1000.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Multiple ways for students to practice number decomposition.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Offered good practice for plotting and using the expressions , and =.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	Appropriate resources provided for rounding numbers.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Good practice, especially using related facts to add. For example, using the doubles plus one strategy in order to help create more automaticity.
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	5 - Very Good Alignment	Good practice for ten more, ten less.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Includes a lot of opportunities to practice procedural reliability throughout the materials.
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	5 - Very Good Alignment	Has multiple means of practice for adding and subtracting two whole numbers to 1000.

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The TE does a great job of diving deep into questions to ask students that help them analyze the problem/problem solving process.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Many opportunities throughout the series to use manipulatives and visual representations (i.e. number lines, drawings, base ten blocks, models, etc).
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	5 - Very Good Alignment	Practice available for a variety of problem solving methods. Also resources available (as stated in the TE) for fluency practice.

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	In the TE there are lots of suggestions for classroom conversation. Also, the Convince Me topics can also be utilized for this MTR if students are sharing with their peers and utilize different problem solving methods.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	5 - Very Good Alignment	There is a lot of practice that involves numerical patterns and representation of patterns (i.e. number lines, repeated addition).

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Solve and Share and Visual Learning Bridge are just two of many components that allow for students to explain the reasonableness of their solution.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	Many math problems related to real world concepts to support student understanding and application.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	There are lots of opportunities to share thinking and provide justification of your answer. This can be done with some of the real world type/ story problem type problems included in the series.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Some of the words and vocabulary are a little more advanced in the examples provided by the publisher. There are some that second grade students would be able to read and respond to independently, while others (especially like the one on SE p.10), where students would need the text read aloud to them at that point in the year.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students infer based on the word problems and must comprehend what they are reading to solve.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	SAVVAS provides a lot of opportunity for student discussion

			within their Solve and Shares.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This is incorporated throughout the text.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Students will do this when explaining problem solving strategies.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL support is listed in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Language Support Handbook is provided to assist with ELL learning.

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	SAVVAS aligns very well with the BEST standards and shows in the TE which benchmarks are being covered under which topic.
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, there is a lot of rigor throughout.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	SAVVAS offers a variety of tools and resources throughout their curriculum to support student learning. There are consumable and virtual options readily available.

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 is a lot of opportunity to practice, and the TE outlines additional materials as well.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity of content matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the materials are of appropriate rigor. There are some items as mentioned in previous justifications that are a bit more complex for students that what is appropriate for 2nd grade.
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, there is more practice for complex tasks, and less material for less challenging topics.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Yes, the cited sources reflected 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	There are a lot of opportunities for classroom discussion, as well as plenty of independent practice for students.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were noted during this 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	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	The content was focused on math 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	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	It was good to see practice with addition and subtraction using base ten models instead of the traditional algorithm. .
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 was appropriate to second graders, and the teacher resources were appropriate for second grade teachers.
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 was appropriate for second graders.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Many of the world problem topics were that of which students could relate to.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Good relationship to communication standards.
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 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	Nothing inappropriate was noted within the materials provided.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Benchmarks were covered in the material.

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The TE was incredibly thorough and will be very useful to all teacheres.
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 aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The materials were logically organized in a way that made 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	As stated in previous justifications, there are some word problems and charts (specifically the tally charts with the coins) that are a bit more difficult for second graders to grasp. Everything else was engaging and seemed age appropriate.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The curriculum seemed paced out at an appropriate rate.
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 offered multiple tools for students and teachers to interact with.
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	It was very easy to navigate and find the materials to review.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Many components including the 3 Act Math and Solve and Shares provided motivating material for students.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The content was very thorough.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TE did an excellent job of doing this in depth.
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 was a lot of opportunity for teachers to use this material with the students, in smaller groups, independent practice, etc.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The TE listed intervention options, higher order thinking questions, etc.
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 were engaging in their look as well as the content.
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	There way many items within the materials that allowed for engaging student practice (i.e. digital resources, STEM activities, etc).
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	Objectives, essential understandings, benchmarks, standards, etc are all listed.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The strategies incorporated were effective in teaching the various topics.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The materials all appeared to correlate with their 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.	5 - Very Good Alignment	There were many questions that allowed for student practice towards assessment, and helped set students up for success with testing.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	This curriculum considered all student needs and allowed for a lot of scaffolding (as presented throughout the TE).
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The application was very appropriate.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	These materials satisfy learning requirements. There are a variety of materials available to reach students on, below, or above grade level. There are clear examples and guidance in the TE, and the student practice aligns with the BEST standards.

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

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 2

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012040 - Grade Two Mathematics

Bid ID: 382

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states "The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format." I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
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.	5 - Very Good Alignment	Publisher listed several AT softwares that are compatible with their site. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Kim Baggs

Title: enVision Florida B.E.S.T. Mathematics Grade 3

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 383

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 materials are consistently set up for streamlined procedures. There are ample opportunities for students to problem solve, use metacognitive strategies, work independently, with small groups and in a whole group setting. The TE guide has ample resources for both a new and seasoned teacher to aid in better instruction for the

	mathematical topic. The inclusion of videos for teachers, students and parents will enable a cohesive thinking about the teaching and learning of mathematics. Problem based learning and enrichment moves application into a higher order of thinking for students who are ready and thus promotes continuous learning and not just a "I'm done!" mentality. The projects, Visual Learning Bridge, Analyze Student Work, Topic Openers, 3 ACT Math, Classroom discussion of strategies and key ideas and Let's Investigate capture the fun and struggle of learning in a way that will change the way students think about math for the better. I feel these strengthen the effectiveness of the program. Incorporating the Mathematical Thinking and Reasoning within the lessons strengthen the program as well. The aforementioned are reasons I feel this program would be effective as a teaching/learning tool for not only teachers and students but also parents (with the inclusion of the QR code for use at home).

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	5 - Very Good Alignment	Covers standard and spirals back around
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	Covers standard, spirals and connects with other standards
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Standard is introduced and stacked with other standards. However, there is no symbolic representation of the missing factor using any symbol or letter

			in the introductory lesson.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	5 - Very Good Alignment	Students have multiple opportunities to determine if equations are true or false
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Unknowns are represented with letters/symbols and are represented on both sides of the equations
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	3 - Fair Alignment	Pages 143-144 don't match up
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Encourages skip counting to determine if factor is a multiple and only briefly mentions using division
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	SE Pages 51-52 are project pages, minimal use of division which is part of the benchmark clarification
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	SE Pages 555-556 are project pages and the actual instruction begins on 557-560 which isn't listed.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	Again, pages appear to be slightly off at the beginning of lesson 12

MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	5 - Very Good Alignment	Pages 455-456 are project pages. Uses visual models according to the benchmark clarifications
MA.3.FR.1.2	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	Pages 455-456 are project pages.
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Connects standard with previous standard
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	4 - Good Alignment	Pages 455-456 are project pages. Students plot and order fractions using a number line
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	Consistent use of fraction bars to represent equivalent fractions. Benchmark clarification specifically states students are not generating equivalent fractions only comparing the.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	1 - Very Poor/No Alignment	Pages 183-186 do not correlate with GR.1.1, It is linked to MTRs and AR.1.2, NSO.2.4. Pages 203-206 are aligned with GR.1.1
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals	4 - Good Alignment	Drawing representations are reasonably accurate.

	include parallelograms, rhombi, rectangles, squares and trapezoids.		Clarifications call for the quadrilaterals to be filled, outlined or both when identifying. They were only outlined.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Follows benchmark clarifications completely
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	5 - Very Good Alignment	Follows Benchmark clarifications
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	Page 201 is a project page.Follows benchmark clarifications
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	Benchmark clarifications met
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	5 - Very Good Alignment	Covers standard and benchmark clarifications
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	5 - Very Good Alignment	Covers standard and benchmark clarifications
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Benchmark clarifications met
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Ample opportunity for practice. Follows

			benchmark clarifications
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Benchmark clarifications met
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Covers standard and example use
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Standard is covered and example given
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Number lines are only scaled by 1,000s. Benchmark clarification states 50s, 100s, or 1,000s.
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	Covers standard and example given
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Covers standard
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	Covers standard and benchmark clarifications
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	Covers standard and meets benchmark clarifications
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	Needs more opportunity for method reliability

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

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

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students assess reasonableness of solution but would benefit with more estimation of possible solutions and/or situations where the student is required to make sense of the solution.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	Most of the topics include real-world problem solving

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students justify in each lesson
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text appears to have grade level appropriate vocabulary
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students are asked what they notice, how solutions are alike, and can use project based learning to connect real world scenarios to current math standard
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students work independently as well as collaboratively. They have opportunities within the lesson to solve and share out
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Students are following daily procedures or lesson format. This format is consistent for each lesson.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Students communicate and justify how they got their answer

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Visual learning is infused throughout the lessons through the use of a Visual Learning Bridge and there are entering, emerging and developing suggestions for teachers in the TE. A language Support Handbook is provided
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Accomplished through cultural responsiveness, classroom discussions, the Visual Learning Bridge and entering, emerging and developing stages suggestions for teachers. A Language Support handbook is provided.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Benchmark clarifications have been included
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the level of the standard and benchmark clarifications
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	There are a variety of ways to use the materials. Paper pencil, videos, online

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	This is rated very good due to the added video content available for parents or reteaching through the use of the QR code
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Covers what is included within benchmark clarifications
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	Visuals are grade/age appropriate as well as word problems.
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 scope is within 140 days of school
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Use of Dept. of Education NCTM and Global Learning Consortium to name a few
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Dept. of Education, NCTM and Global Learning Consortium to name a few
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	There are a few misaligned 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	Various cultures are represented throughout the student book. There are also cultural connections that can be made.
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 standard verbiage and benchmark clarification
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	There are a few pages out of alignment that I mentioned above.

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 graphics and online learning components
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	Appears orderly and purposefully laid out
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	There are items available to extend learning 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	Uses real-world examples and visuals
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Students are given opportunities to check for reasonableness, justify, and problem solve prior to solving classic algorithms
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	Multiple representations
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	Examples are being a good citizen and conscious consumer
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Both standards and benchmark clarifications have been addressed.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	There are ample resources as well as additional information within the teachers edition and online.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Other than a few pages that were misaligned, all other resources appeared 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	Layout consists of Topic Planner, Topic Math Background section, MTR Standards/EPT, Differentiated Instruction section, Mathematical Literacy section, Topic Opener section, 3-Act, Lesson Overview, English Language Learner Support Section, Engage and Explore section, Visual Learning Bridge Classroom Conversation Section, and a Guided and Independent Practice Session.
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	Students in visuals are relatable, the pages are organized for and visually appealing, and most sections have enough room to write.
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 appears in good alignment as evidenced by the Alignment page provided by Envision
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	Magnification, text-to-speech, videos, visual aids, text to American Sign Language, provided in other languages (Spanish), voice recognition
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	Teacher Edition has a wealth of resources at the fingertips of the teacher. The layout of the student edition is relatable and visually appealing. There are a variety of assistive supports, navigation, and at a good pace.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Visuals, Classroom conversations, topic openers, incorporates the MTRs, Let's investigate for activating prior and emerging understanding, essential question, extensions, relevant topics, questioning, language support, suggestion of manipulatives, technology connections and projects all provide motivation for students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Each Standard and Benchmark are part of a repeated lesson structure that lends itself to thoroughly teaching them. Teachers are given Look Backs, Look Aheads, Connecting Benchmarks, Prevent Misconceptions section, math background section, building mathematical literacy section, differentiating for each topic, and an investigate section for problem based learning to elicit productive struggle
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TE is set up to give teachers the information needed for explicit instruction no matter what year or level of teaching the teacher is at. There are even professional development videos on the topic. It is basically step by step with lesson resources included. There is an introduction and solve and share problem before the lesson for whole group, observe student work during the lesson for small groups, and a discussion of solution strategies and key

		ideas after the lesson for whole group. There is both guided and individual practice and a quick check for understanding.
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 majority of the work of the lesson is placed on students and set up for students to have productive struggle. There are ample opportunities for classroom discussions for small groups, whole group and individuals.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Effective teaching practices are embedded throughout, the teacher is given ideas for helping students with misconceptions, there are visual learning techniques, reteaching, buddy practice, quick checks, intervention program, games, there is also a element of student choice.
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 ideas for activity centers, projects, problem solving, extensions to the lesson, and multimedia parts of the lesson
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	See above justification
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	Problem based learning, procedural reliability review, vocabulary, review, reteaching, building background, connecting topics, essential questions, project based learning, Investigation, both individual and small group work

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	See above justification
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The teacher has multiple opportunities to use formative assessments throughout the lesson. There are error interventions, reteaching and quick checks prior to lesson assessment. Students have the opportunity to practice prior to summative assessment as well.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	See above justification.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Addressed - visual, SEL, ELL, culturally responsive learning, language support, intervention
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The students using the mathematical thinking and reasoning standards throughout the lessons. Language support is also embedded within the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission includes culturally responsive learning, differentiated instruction, an analyze student work section for teachers, analyze and persevere exercises for students, check for reasonableness exercises, communicate and justify exercises, building mathematical fluency strategies, activity centers, problem based learning activities, math thinking and reasoning animations, problem

		solving leveled reading mat, guided/small group/independent practice, higher order thinking exercises, digital resources, and choose efficient methods exercises.

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 focused on math instruction
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	see above justification
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	see above justification
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	Suggestions are provided for a growth mindset

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 3

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012050 - Grade Three Mathematics

Bid ID: 383

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Anita Warensford

Title: enVision Florida B.E.S.T. Mathematics Grade 3

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 383

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 found this curriculum to mostly cover the standards. The pictorial representations are helpful. The sequence of instruction will be beneficial for students in their learning. This program is very explicit in its instruction. Some of the picture pop ups offer answers to questions the students should be generating responses with themselves which

	takes away from their thinking. More cooperative learning and interactive learning structures would help achieve the MTRs and deepen the students thinking. Students need more opportunities to analyze problems from their peers and justify their work. Questions in the practice problems and assessments are not always as rigorous as in the BIG M.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	4 - Good Alignment	pg 91-94 There is a good introduction and practice for distributive property. Within the additional pages provided there are many other problems that provide practice of multiplication and other properties.
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	There are many real-world problems given to provide an abundance of opportunities that within these pages will lead to the mastery of this benchmark. There are one and two-step real-world problems that involve a variety of the four operations within whole numbers.

MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	5 - Very Good Alignment	This standard is very well covered by building fact families to relate division and multiplication equations. There is practice with solving division problems represented as an unknown factor in a multiplication problems as students progress through the curriculum. .
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	The problems support the purposes of understanding the meaning of the equal sign and have students justify by explaining the equivalence of expressions.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problems use letters and very little symbols to represent the unknown. Problems are include the unknown on either side of the equal sign and are limited to factors within 12.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	The problems support the purpose being to relate odd and even numbers to factors and multiples. There is limited practice with larger numbers up to 1,000.

MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Within the Problem Solving Section there are opportunities for work in (Adaptation) are provided.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	3 - Fair Alignment	There are occasional uses of ordinal numbers and opportunities to create their own numerical pattern. There are multiple opportunities for students to identify and extend patterns.
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	5 - Very Good Alignment	Students will have an abundance of practice. All benchmark clarifications were covered and instructional strategies were provided based on the BIG M.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	Teachers will need to pull from the enrichment snack time activity in order to compare two data sets other than frequency table to bar graph. Students will be asked to compare two data sets in a question in the assessment and it is contained in the topic performance task.
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part	5 - Very Good Alignment	There is an abundance of practice

	when a whole is partitioned into n equal parts.		of practice that cover this benchmark fully.
MA.3.FR.1.2	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	The lessons cover the concept of adding unit fractions to itself.
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	This benchmark is adequately covered.
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	The problems within these lessons have students plot, order, and compare fractional numbers adequately with the same denominator. However it doesn't have students order fractions with the same numerator. There are parts where they do compare them using visual models.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	This benchmark is fully covered and there are many opportunities for studentrs to use manipulatives, drawings, and number lines.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	4 - Good Alignment	These pages do not cover this benchmark, however pages 200-207 do.

MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	These lesson provide enough practice identifying and drawing quadrilaterals based on their defining attributes. Examples include a variety of quadrilaterals and a variety of non-examples that lack one or more defining attributes.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	There are multiple opportunities for students to draw lines of symmetry. All benchmark clarifications are covered within these lessons. It is more suggested that students fold paper along a line of symmetry.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	Students explore area of a unit figure by covering the figure with unit squares. Students have multiple problems to practice finidng area of rectangles by counting unit squares.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	Activities have students discover the multiplication formula based on the patterns observed. There is adequate practice using a visual model and solving using the formula.

MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	The real-world problems involve perimeter and area of rectanges using visual model and the formulas,
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	4 - Good Alignment	Pg 202-202C gives a good real-world problem that addresses both benchmark clarifications for the concept of perimeter.
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	3 - Fair Alignment	Most of this benchmark is covered. It lacks in covering measuring length to the nearest centimeter. According to the purpose and instructional strategy section of the Big M the purpose is for students to choose appropriate tools to measure. There was little hands-on activities that allow students to choose tools and to measure appropriately.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	The problems within the lesson, reviews, and differentiation work pages cover the benchmark clarifications.
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	2 - Poor Alignment	There are occasional opportunities to apply knowledge and solve problems. It addresses the

			benchmark, but the amount of practice to master telling time to the nearest minute is not sufficient. It doesn't address am and pm on these pages.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	There is adequate practice for students to solve one and two step real-world problems involving elapsed time.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	Instruction and practice given is adequate to mastering this benchmark. Students are given opportunities to practice problems that require them to explain their thinking.
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Students are given many opportunities to identify ways numbers can be written. The instructional material has students utilizing objects (base-ten blocks), drawings, and expressions and equations. Students are given many problems to identifying a variety of ways to decompose the numbers according to place value.

MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Activities are within the benchmark clarifications.
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	3 - Fair Alignment	Instruction doesn't include any place value representations other than horizontal number lines. Place value charts, base ten blocks, and vertical number lines are not used.
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	Adequate instruction and practice is given for students to add and subtract multi-digit numbers with procedural fluency. Using a standard algorithm for both addition and subtraction is within these lessons.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	4 - Good Alignment	Instruction includes all benchmark clarifications. Adequate practice is given.
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	4 - Good Alignment	Adequate practice is given. Within lessons some instruction is geared to place value reasoning.
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	Instruction given to help students choose a method than can reliably use for multiplying and using division related facts.

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	There is an attempt to cultivate growth mindset. There is student choice in which tasks help to develop the students ability to solve problems.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	Instruction helps to make connections between concepts and representations. Opportunities for tudents to use manipulatives when investigating are not frequent enough. Guidance from concrete to pictorial to abstract representations is attempted. Students will need more instruction to be able to explain how various representations can have different purposes and be useful in different situations.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	4 - Good Alignment	All benchmark clarifications are covered. Teachers may need to provide

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		more opportunities for students to reflection on the method they used and determine if a more efficient method could have been used throughout lessons.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	3 - Fair Alignment	Students will need more opportunities to analyze the mathematical thinking of their peers.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	Students are provided with opportunities to create plans, procedures, and solve problems. They are encouraged to recognize patters to

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		help them understand mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students are given adequate opportunities to assess the reasonableness of their solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	4 - Good Alignment	Instruction provides opportunities for students to perform real-world investigations.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Students are given some opportunities to justify their thinking.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Students are given opportunities to read and comprehend grade-level appropriate complex tasks.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are given opportunities to inference.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	There are some opportunities for students to use collaborative techniques.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	This curriculum is explicit on what format to use to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	There are some opportunities for students to speak and write.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There are ample opportunities for English Language Learners to

			communicate information to be successful.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	There are more opportunities for learners to communicate for instructional than social.

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 of my ratings in the BEST Standards were from the good alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The content written was appropriate for the grade level and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Most of the materials are adaptable and useful. More hands-on activities, guidance on discovery, and discussions that led students to justify their reasoning more in depth would be helpful.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Students will be able to understand the significance of the topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The level of complexity in the student practice problems were usually under that of the examples in the Big M.
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	Overall the level was appropriate. Teachers will need to provide deeper

		questioning techniques to take students to the next level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Teachers will be able to get through the content in a 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 expertise for content reflects 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 expertise was quality.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were no 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	There was no bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content was 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	Materials were free of mistakes from what I saw.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	This content was up-to-date with strategies.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Mostly the content is presented to be relevant to the benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is appropriate for this grade level.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There are adequate real-world meaningful connections made.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	It does adequately include interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	I didn't 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).	4 - Good Alignment	The materials were humane and compassionate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall I mostly found this content to be aligned and 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	Teachers will need to provide some additional teaching materials. They will also need to provide some interactive learning structures that supports the MTRs more frequently throughout the lessons.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	I found it to be aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	It was organized and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Visuals will be engaging.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The pace was 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	The material is 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).	4 - Good Alignment	Overall I found it to be adequate.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Some of the real-world activities were engaging. Also the visuals are also motivating for the learners. Students need to discuss with each other more and have more hands-on activities. Providing more learning structures would be helpful.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Instructional materials adequately the important ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Explicit instruction is evident.
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	Providing more learning structures and manipulative activities to discover would help students be more successful in this.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There is adequate guidance and support given to support differences in learning styles.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	There is very little physical engaging activity to 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 some activities that encourage active participation of students. When they are available they are logical extensions of the 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.	4 - Good Alignment	The strategies included in the curriculum are strategies known to be successful.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The instructional strategies ae effective.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessments correlate to the materials.
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 assessment strategies are effective.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The curriculum considers 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	It is mostly 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	Not all responses were good or very good.

Special Topics	Reviewer Rating	Rating Justification

Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Throughout the evaluation process I didn't find anything against it.
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	It doesn't solicit SEL.

Reviewer's Name: Marie Cimirro

Title: enVision Florida B.E.S.T. Mathematics Grade 4

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 384

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.	EnVision Florida B.E.S.T materials provided scaffolded support to reach the depth of the new standards/benchmarks. The content allows for many opportunities for students to show mastery and it builds in the Mathematical Reasoning standards throughout each unit of study. The curriculum comes in a write in consumable text as well as an

	online digital component. Both materials foster and support student mastery. Hands on learning through STEM projects, explorations, problem based and visual learning is exhibited across the book. Procedural fluency and automaticity is scaffolded in each lesson and many examples/strategies are provided. The online component as well as the text meet the needs of all learners by providing, text to speech, videos and the ability to highlight and annotate the text. SavvasRealize.com is an online learning management system which allows for the teacher to track student data, differentiate and provides additional practice with automatic feedback and scores. EnVision Florida provides family resources to support at home learning and a Practice Buddy to allow for more ways to gain mastery. Some of the questioning lacked rigor but the project based learning and STEM activities made up for that. The book is presented in a way to benefit all learners and keep them engaged. Only a few units lacked explicit instructional strategies and limited guided practice questions. The resources and learning materials provided help meet the needs of all learners and subgroups in a unbiased way. Overall, the material meets the learning objectives, presents content in a variety of ways, embeds all fluency and mathematical reasoning standards to promote student mastery. The curriculum is in depth and will benefit the teachers with all the materials in one place and access to a variety of materials to support student learning without needing to go elsewhere. The units are well thought out and have appropriate pacing to allow flexibility in the pacing calendars. As a result and all things considered EnVision Florida B.E.S.T will meet the needs of all learners in a rigorous manner.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers	4 - Good Alignment	Multiple opportunities for mastery

	including problems in which remainders must be interpreted within the context.		
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Multiple opportunities for mastery
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Multiple opportunities for mastery and student led explorations
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	3 - Fair Alignment	Multiple opportunities for practice but not a lot of strategies given to solve
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	3 - Fair Alignment	Multiple opportunities for practice but not a lot of strategies given to solve
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Vast opportunities for practice including visuals models, word problems, projects and charts
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Vast opportunities for practice including visuals models, word problems, projects and charts
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Vast opportunities for practice including visuals models, word problems, projects and charts

MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Vast opportunities for practice including visuals models, word problems, projects and charts. A lot of opportunities to show mastery with hands on project options
MA.4.DP.1.3	Solve real-world problems involving numerical data.	4 - Good Alignment	Data is provided and students can organize and solve problems using stem leaf plots, line plots and charts.
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	4 - Good Alignment	3 act tasks, explorations, problem solving investigations are all provided in this lesson to show understanding and develop mastery
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	4 - Good Alignment	3 act tasks, explorations, problem solving investigations are all provided in this lesson to show understanding and develop mastery
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	STEM project, visual models, number lines, bar models used to provide students with strategies to gain mastery
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	STEM project, visual models, number lines, bar models used to provide students with strategies to gain mastery

MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	3 - Fair Alignment	The lesson is short, opportunities to practice but not a lot of strategies given
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	STEM project, visual models, number lines, bar models used to provide students with strategies to gain mastery
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Multiple ways to show equivalent fractions, models, connection to money,
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Projects and explorations are provided in this lesson along with real world examples to deepen understanding and show mastery
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Projects, real world examples and multiple strategies and opportunities to practice are given
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Projects, real world examples and multiple strategies and opportunities to practice are given
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Projects, real world examples and multiple strategies and opportunities to practice are given

			along with hands on explorations
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Real world examples and higher order thinking questions are provided for practice
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Real world examples and higher order thinking questions are provided for practice
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	STEM projects, writing activities and real life examples are provided so students can make connections and deepen understanding
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	STEM projects, writing activities and real life examples are provided so students can make connections and deepen understanding. A variety of strategies and higher order thinking questions are given
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	STEM projects, writing activities and real life examples are provided so students can make connections and deepen understanding. A variety of strategies and higher order thinking questions are given

MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Multiple methods are given for students to demonstrate mastery
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	3 - Fair Alignment	Investigation is provided to show students hands on ways to interact with place value more examples might be needed in order to prove student mastery
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Projects, hands on explorations and using place value charts are all given to students to develop understanding
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	Multiple methods are given for students to demonstrate mastery
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Students are provided strategies to help estimate and round numbers appropriately using place value
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	Higher order assessment questions are provided so students can demonstrate understanding
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Multiple strategies are provided to teach factors of multiplication and division

MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Investigations, problem solving, hands on explorations all teach reasonableness and estimation while teaching the process of multiplication
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Strategies are given to teach the standard algorithm and area models are given as well to support understanding.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Students have 3 project options to develop a deeper understanding of the concept, skills in mental math are shown and explained and explorations are provided to build mathematical thinking and reasoning
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Multiple strategies are given and students have a lot of questions to practice including using charts, line plots and word problems
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	The use of models, 3 act tasks, investigations provide for multiple ways to show mastery and for students to solve word problems

MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	The use of models, 3 act tasks, investigations provide for multiple ways to show mastery
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Multiple opportunities to demonstrate understanding through STEM projects, the online platform, videos, performance tasks and hands on learning materials, work with partners to share student thinking, performance tasks and 3 act tasks are provided to meet the needs of all learners
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Throughout the curriculum multiple mathematical strategies are used to help students process new information and solve problems

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Multiple opportunities to demonstrate understanding through STEM projects, the online platform, videos, performance tasks and hands on learning materials.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Multiple opportunities to demonstrate understanding through STEM projects, the online platform, videos, performance tasks and hands on learning materials.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	Multiple opportunities to demonstrate understanding through STEM projects, the online

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		platform, videos, performance tasks and hands on learning materials.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Multiple opportunities to demonstrate understanding
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	3 act tasks and projects to promote comprehension and mathematical thinking

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	3 act tasks and projects to promote comprehension and mathematical thinking
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	3 act tasks and projects to promote comprehension and mathematical thinking
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Performance tasks and multiple word problems are found throughout the curriculum and stem resources for engagement
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Very engaging student exploration opportunities and performance tasks
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Multiple modalities are available to meet student needs, teachers can organize student work products through the online platform
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Multiple ways to show mastery

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	All resources are available in spanish
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	All resources are available in spanish

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	Majority of the lessons were very aligned to the state standards and benchmarks
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Majority of the lessons were very aligned to the state standards and benchmarks
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Multiple opportunities for students to demonstrate mastery and provides hands on materials to engage in the skills
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, there are many examples and areas to practice the skills
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Through the STEAM projects and performance tasks provides more rigorous content
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	Yes items matched the 4th grade standards and content limits
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 lessons are long and detailed to give students plenty of time to master the skill

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 online components provide another resource on the subject
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The online components provide another resource on the subject
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were 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	No errors were noticed
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 and examples provided were accurate for the 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 mistakes were noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Very up to date and incorporates technology and effective teaching strategies to gain mastery
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Presentation was very clear, relevant and explicit
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Visually appropriate and relevant to learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	STEM projects, explorations and performance tasks provide opportunities for students to make connections to what they are learning and learn the content through the method that works best for them

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	STEM projects, explorations and performance tasks provide opportunities for students to make connections to what they are learning and learn the content through the method that works best for them
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	Nothing unfair or biased, things were presented to represent 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).	5 - Very Good Alignment	Very appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Materials 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.	4 - Good Alignment	Plenty of practice in the lessons
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All components align
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 is setup in similar ways and is consistent and 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.	5 - Very Good Alignment	The lessons/visuals and explorations are engaging to the age group

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 broken down and build upon each other to support 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).	4 - Good Alignment	The student online tools provides multiple ways for students with disabilities to navigate and interact with the material and can be presented in the manner that works best for the learner.
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 submission exceeds the presentation requirements, the online student learning tool allows for engaging presentations, text to speech, highlighting and note-taking abilities within the software. The textbook allows for multiple opportunities to practice and includes no errors along with incorporating images to reach all demographics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Providing multiple opportunities for students to interact with the material will help keep motivation because the learner can express their learning in many ways.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials teach the important ideas and concepts
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Some pages lack 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.	3 - Fair Alignment	Lacks guided support questions
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Lacks guided support 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	Methods are presented for 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.	5 - Very Good Alignment	Methods are presented for hands on learning, explorations, performance tasks and STEM extensions to build on the content and make real world connections
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 teaching and instructional strategies are used in each lesson with examples to build conceptual understanding
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Multiple teaching and instructional strategies are used in each lesson with examples to build conceptual understanding
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Multiple teaching and instructional strategies are used in each lesson with examples to build conceptual understanding
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 unit assessments provide methods for students to reach 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 submission allows for all students needs to be met with their online portal and features

		like text to speech, highlighting and annotating throughout the lessons
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The mathematical thinking and reasoning standards are embedded throughout the units of study
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The submission allows learners to build conceptual understanding and times to process the information through writing. The online portal and text meet the needs of all learners. Some units are more explicit than others and the guided questions often lack rigor to build on knowledge

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 implementations 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 implementations of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No solicitation or implementations of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No solicitation

Reviewer's Name: Amanda Mallia

Title: enVision Florida B.E.S.T. Mathematics Grade 4

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 384

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.	With the move in mathematical instruction, I think this product has room for growth. The mathematical practices lend more to student exploration and hands-on learning that were not explicitly referenced in this textbook. Also, the instruction is built in a way that would meet the needs of students if they were all at the same level of

	understanding. I think there is room to grow in the differenced approach this textbook lays out. I recommend this publication for adoption but do not think it would give the richest opportunity to our students as the BEST standards describe.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Throughout the multiplication and division units
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	Found in lessons and performance tasks
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	5
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	p 265 had the best alignment
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	4
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	4
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	4

MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	5
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	5
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	5
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	Aligned to BIG-M examples
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	5
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	5
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	5
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	5

MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	5
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	5
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	2 - Poor Alignment	The benchmark speaks to the connection to the commutative property but Lesson 10-1 use Associative Property. I did not see commutative property of multiplication
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Unit 13
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	3 - Fair Alignment	reflex angles is not throughout. I do not see where the use of pattern blocks is addressed in the benchmark
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	4
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	4

MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	4
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	4
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	5
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	4
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	4
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	5 - Very Good Alignment	5
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	5
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	4
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	5
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	5
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	5

MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	5
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Lacks students ability for a student to select a standard algorithm. Questions speak to an already assigned standard algorithm.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	3 - Fair Alignment	Lacks students ability for a student to select a standard algorithm. Questions speak to an already assigned standard algorithm.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	4 - Good Alignment	4
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	4
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	4
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	4

	• Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	3
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	3

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	5
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	4

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	4
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	5
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	4
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	4
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	4

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

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	4
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	surface deep application on some of the benchmarks
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	4
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	4
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	surface deep application on some of the benchmarks. Particular fractions and multiplication/division

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	4
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	3
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	4
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	4
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	4
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	4
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	Has the student completing activities with an assigned standard algorithm instead of allowing the students to choose freely
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	4
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Missing differentiated aspects on the lessons to meet the needs of all learns. This textbook is the typical "cookie-cutter" approach to mathematic instruction
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	4

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	missing differentiated instruction pieces to meet the needs of all learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	4
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	4
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	4
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	5
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	3.5 rating if that was an option

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	4
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	4
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	5
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	4

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	4
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	4
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	4

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	4
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	benchmark mostly in isolation. Supporting benchmark and the combination of benchmarks are not as prevalent.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	5
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	4
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	3
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	4

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	4
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	4
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	3
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	4
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	4
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	3
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	3
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	4

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	5
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	3 - Fair Alignment	3

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	4
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	5

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 4

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012060 - Grade Four Mathematics

Bid ID: 384

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Gillian Rhoden

Title: enVision Florida B.E.S.T. Mathematics Grade 5

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 385

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 envision materials are easy to read and navigate. They are both student and teacher friendly. The books are sectioned well according to the BEST standards and they are paced appropriately to be adopted into the classroom setting. The teacher manual presents many resources that can be used for the many diverse learners in class. There are

	practice assessments, challenge questions. and ELL/RTI tiered support. I like the inclusion of a math vocabulary assessment as well as the assessment style questions. The project-based learning activities are great for student engagement and motivation. Lesson videos and family support videos are also a great inclusion to the material presented. The Savvas digital portal is colorful, engaging, and easy to navigate.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Higher order thinking questions and STEM related scenarios
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	Represent and connect questions allow for deeper understanding
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	Project based learning can be utilized for content understanding
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	Visual learning bridge helps students to monitor and organize their work.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	Visual learning bridge helps students to monitor and organize their work, especially for order of operations

MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	Relate question scenarios to everyday occurrences. Love the use of the pan balance on page 609 to represent balanced equations
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	Present as equations to build algebraic knowledge. Justification of answers on page 122 allows students to explain their thought process
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	Preview video and questions activate prior knowledge. Great illustrations. Visualizations of 3-D objects
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	Vocabulary exposure and equation practice
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	Pick a project practice. Graphic organization practice
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	Vocabulary exposure. Apply measurements to real world scenarios
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	Relating fractions to real world application; higher order thinking questions help to solve word problems

MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	The Lets Investigate question is great for small group support
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Photo enlargement scenario is great for class discussions
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	5 - Very Good Alignment	lots of independent practice. Drawing space on pg. 424 allows for artistic students to shine
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	Project based learning and Lets Investigate pages are great for differentiation
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	Great exposure to vocabulary words in context with visuals
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	Great exposure to vocabulary words in context with visuals
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	5 - Very Good Alignment	Gridded visuals of fractional parts are good
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	Lots of practice questions. Visual learning bridge is a good step by step guide

MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	3 - Fair Alignment	Would like to see more practice with formulas
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	4 - Good Alignment	Would like to see more practice with formulas
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	5 - Very Good Alignment	Connection to patterns and graphic organization.
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	3 - Fair Alignment	more real-world based questions needed
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	4 - Good Alignment	Sufficient conversion practice. Good visuals, students should pair these lessons with a conversion sheet with all conversions listed
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	related to finances. Students need to learn decimal notation with a place value chart and then practice without
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	5 - Very Good Alignment	Place value visuals are accurate and encouraging
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	Connect whole number place value

			to place value of decimals
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	4 - Good Alignment	sufficient practice of rewriting numbers based on place value. Visual chart on pg. 20 number 10 is a great way to help students organize the PV positions
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	5 - Very Good Alignment	sufficient practice questions. Great use of vocab exposure (ascending and descending)
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	visual learning bridge is great for step by step organization
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	sufficient practice questions; assessment practice questions are presented well
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	sufficient amount of practice questions
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	place value practice with decimal add and subtract
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	4 - Good Alignment	Lots of practice questions! envision STEM exposure

MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	place value procedural practice
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	multiple presentation of questions allows for deeper understanding
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Great alignment with modeling and drawing connections with tables, charts, and visuals
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	4 - Good Alignment	Use of justification questions and Look

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		back questions to activate prior knowledge. Allows for multiple methods to be utilized
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Solve and share questions allow for classroom discussions and partner math
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	visual learning bridge model allows for the decomposition of questions into chunkable sized parts. Students can stay organized

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Look back question allows students to use multiple methods to solve and check problems. Great use of problem solving and multiple methods technique
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	4 - Good Alignment	investigative nature of math. aligned well to represent data and method determination

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Justify, clarify, and look back problems relate to citing evidence and explaining math thoughts
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	presentation of world problems that aren't overwhelming or extremely complex
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	inferencing through real world problems with multiple strategies. Picking a method that works
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Lets investigate problems are great for classroom discussions, open dialogue, and partner math
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Allow students to practice math rules during independent math
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Convince me problems allow students to justify understanding while

			practicing writing conventions
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	A-Z glossary present. Spanish versions of print and online version. language support presented and tiered
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Solve and share problems allow students to interact with each other. peer assistance necessary for ELL student vocabulary and communication building

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 is well aligned. Benchmark scopes and clarifications are presented within the teacher addition
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	Word problems are easy to read through
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	great presentation of content. Adaptable to the classroom environment
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	good presentation of STEM connections and higher order thinking problems.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	complexity matches content

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	grade level abilities and expectations are present
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	lessons and units are chunked accordingly and do not overwhelm the teacher. great pace of content
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	project based real world scenarios are accurate and reflect good source of 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	project based real world scenarios are accurate and reflect good source of information
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	no errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	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).	5 - Very Good Alignment	yes, material is representative of 5th grade 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 errors
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	content is up to date and reflective of current times.
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 and engaging for students. Visuals are colorful and meaningful

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 and engaging for students. Visuals are colorful and meaningful
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	content is up to date and reflective of current times.
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 between STEM and real-world scenarios. Useful for deeper understanding and connection to content across multiple 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).	5 - Very Good Alignment	names and places are appropriate and reflect multicultural integration
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 presented is well portrayed
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	benchmark and standards are well covered in the material presented.

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	All material is presented to the teach for immediate use
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	all material align to BEST benchmark and scopes

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Logical organization of books. Chunked appropriately and show connections between big ideas
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 navigate. visuals are engaging and contribute to 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.	4 - Good Alignment	content is paced accordingly and creates an appropriate flow
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 portal, and student accounts are easy to access
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presentation of material is highly likeable

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	questions are presented in multiple ways to increase motivation of students
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	multiple benchmarks are grouped together to build fluency across lessons
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	i can statements are presented on every 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	lessons are scaffolded. teacher models the first few problems, students discuss together, and independent practice is

		presented to the end of the lesson
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	printed book, Spanish versions, and digital components are included. There are reteach and enrich practice, as well as fluency builders
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	students are able to discuss math thoughts with peers. Project based learning is presented throughout the book
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	project based learning for each subgroup
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 use to deeper understanding. Student choice in strategy utilization
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	multiple presentations of strategies. Student choice and teacher flexibility
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	materials correlate to unit assessments and state assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	assessments align to the benchmark alignments
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	various resources and activities
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	Discuss/ reasoning/ clarifying questions are incorporated 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.)	5 - Very Good Alignment	materials support learning, diverse thinking and reasoning

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	aligned well. no discrepancies
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	yes CRT is omitted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	no presentation 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?	4 - Good Alignment	no presentation on social emotional topics

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 5

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012070 - Grade Five Mathematics

Bid ID: 385

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Melinda Robinson

Title: enVision Florida B.E.S.T. Mathematics Grade 5

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 385

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

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	many instances type of operation is linked solely to lesson taught students just jump to an operation
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	problems represented in various ways and instructions encourage representing problems in various ways as clarification calls for
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	clarifications met
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	clarification limits seem to have been met
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	clarifications seem to be met with limitations to exponents and nested groupings, question balance of decimal limitations
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	looks to have decent balance of equal sign moved around
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	clarifications met and movement of operations to different sides of equal sign better

			addressed in these pages
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	clarification met question how/where multiplication 4(9) or 4a is taught
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	again concept of 8s doesn't seem to be addressed between AR benchmarks
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	5 - Very Good Alignment	line graphs, line plots, and tables all evident
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	2
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	few visual examples to support conceptual understanding
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	question the amount of practice needed to build to a procedural reliability of one strategy
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	building to multiplying fraction including mixed numebrsmay need more practice out examples what is presented meets clarifications
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the	3 - Fair Alignment	poor connection to decimals just giving problem with decimals does not

	product to the given number without calculating.		promote connectionm
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	clarification notes instruction including properties of operations not seeming to be addressed
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	benchmark addressed
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	4 - Good Alignment	clarification of curved or straight edges
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	3 - Fair Alignment	benchmark calls for fraction or decimal side lengths only fractional represented in both perimeter and area
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	time to address conceptual understanding of units to a type of measurement lacking
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	connection between packing and developing a formula lacking assumes understanding of base needs discussion of layers
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including	3 - Fair Alignment	missing opportunities to write equation

	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.		with a variable for the unknown
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	5 - Very Good Alignment	clarifications addressed
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	real word problem presented in a variety of ways
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	5 - Very Good Alignment	all systems of measurement included
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	5 - Very Good Alignment	good placement in progression of decimal work
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	4 - Good Alignment	benchmark is evident but minimal explicit instruction
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	benchmark addressed with adequate practice
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	3 - Fair Alignment	missing opportunity for drawing to represent numbers
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	5 - Very Good Alignment	material presented in various ways

MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	5 - Very Good Alignment	benchmark addressed
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	benchmark addressed in various ways with multiple chances for fluency practice
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	builds towards purpose of benchmark
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	builds towards appropriate fluency
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	multiple models used to assist in conceptual understanding as a explore benchmark
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	benchmark met
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and specific lesson refer to MTR's in SE

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and specific lesson refer to MTR's in SE
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and specific lesson refer to MTR's in SE
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		specific lesson refer to MTR's in SE
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and specific lesson refer to MTR's in SE
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		lessons only MTR handbook and specific lesson refer to MTR's in SE
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	TE contains prompts for teacher but no prompts throughout lessons only MTR handbook and specific lesson refer to MTR's in SE
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	lessons note justify reasoning questions
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	word problems and reading mats address
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	reading mats and word problems nay address

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	TE contains prompts but SE just has occasional lesson to justify and projects may be used to address
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	projects provide ability to address
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	may adapt projects to address
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	TE provide suggestions and available in Spanish
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	TE provide suggestions and available in Spanish

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	curriculum supports
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 supports
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	lessons provide limited differentiation
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	importance of lessons from one to another shown no different level of significance

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	conceptual procedural building is evident
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	more easier access for differentiation
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	seems to align with time needed
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 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	expertise evident
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	no noticeable 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	non 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	content reflects
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	non noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	BEST standards addressed
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	curriculum and standards aligned and with context

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	applicable too fifth grade
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 applications throughout
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	STEM activities and project based
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	evident
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	nothing inappropriate evident
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	addressed 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	may need to print additional resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	alignment evident
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	progression through curriculum seems appropriate
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	illustrations and digital visual learning

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.	5 - Very Good Alignment	additional lessons present for more difficult benchmarks
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	seem accessible
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	provides balance

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	non noted at student level
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	addressed
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	only single "I can" noted at beginning 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	buddy practice supports
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	heavy on reading in text but digital supports better
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	physical barely evident

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	enrichment single page offered but projects available
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	aligned
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	aligned proven strategies
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	aligned proven 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.	5 - Very Good Alignment	quick checks available but only digitally
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	differentiation reaching different learning styles could be improved
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 for T but to promote to student may be missed as evident as a question type
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	addressed

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	none observed
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none observed

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	none noted but not all ACT math, pick a projects or problem solving reading mats looked at
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: Michelle Hoover

Title: enVision Florida B.E.S.T. Mathematics Grade 3 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade 3 Accelerated Mathematics

Bid ID: 386

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall, this material is highly aligned to the benchmarks and clarifications. The resources are easily accessible by all learners and provide them supportive features both in interacting with the math and understanding the math. The materials have opportunities for both collaborative and independent practice that allows for multiple entry

	points. The incorporation of 5 Practices for Orchestrating Productive Mathematical Discussion in the materials is a strength that will support veteran and inexperience instructors. There are a few standards that are not clearly aligned or addressed within the material such as the missed opportunity to find perimeter of non-overlapping rectangles (MA.3.GR.2.4), the lack of focus on 2 step elapse time problems (MA.3.M.2.2) and lack of instruction support for identifying even and odd numbers (MA.3.AR.3.1).

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	4 - Good Alignment	Models include tiles, arrays and grids. Equations for associative property utilize parenthesis appropriately. Two digit by one digit multiplication is represented by base ten blocks and open area models. The recording of the distributive property is done mostly vertically with limited horizontally as seen in Topic 14 Lesson 14 until assessment practice of same lesson. (Limited exposure to examples such as 4 x 56 = (4 x 50) + (4 x 6))
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	A variety of one and two step real-world problems are evident throughout the

			material. These problems vary is problem type structure. Two step problem lessons (Example pg. 426) also incorporate tape diagrams to support comprehension and solving.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	5 - Very Good Alignment	Topic 1 Lesson 7 explicitly relates division and multiplication equations with the unknown factor represented. Topic 4 Lesson 1 also uses the strategy of think multiplication to divide explicitly.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	Topic 9 Lesson 2 provides a variety of practice determining equations as true or false with multiplication on either side of the equation, division on either side of the equation and a mix of multiplication and division on either side. There is only one lesson that clearly focuses on this skill.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Material provides multiple context situations aligned to Situations Involving Operations with Numbers (Appendix A). In the equations

			presented, the unknown is in a variety of positions.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	2 - Poor Alignment	Lesson 4-6 heavily focuses on if the product of two given number is even or odd, but not identifying if a given number is even or odd.
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Content is presented in straight forward statements and applies both multiplication and division.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	5 - Very Good Alignment	Topic 9 Lesson 1 includes numeric patterns with multiplication, division, addition and subtraction. Material includes identifying patterns and extending them. Numeric patterns are also present in additional lessons (Ex. Multiple lessons in Topic 2 when exploring multiplication facts)
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	Bar models are presented with a variety of intervals and in a balance of horizontal and vertical formats. Picture graphs are all presented horizontally. Some

			lessons (Example: Lessons 12-2 and Lesson 12-3 provides students the opportunity to collect their own data and generate a bar graph. Line plots represent measurement units and quantities in collections/data. There are only two question (Question 8 Lesson 12-5 and Another Example page 581 Lesson 12-6) that incorporates circle graphs.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	Each lesson within the unit provides a variety of one and two step problems based on picture graphs, bar graphs, and line plots. There are only two question (Question 8 Lesson 12-5 and Another Example page 581 Lesson 12-6) that incorporates circle graphs.
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	4 - Good Alignment	Fractions are represented in a variety of ways including: area models of various shapes, number lines and sets sets.
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form	5 - Very Good Alignment	Fractions are represented in a variety of ways including: area

	of  as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.		models of various shapes, number lines and sets sets. Connections are made between unit fractions and those greater than a unit fraction within the same models. (See example in Lesson 10-2)
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Fractions within the materials are represented in fraction notation, word form and numeric word form. In some student tasks students have both fraction notation and number-word form presented with the task (Example: SE page 475). There are limited opportunities for students to identify a given fraction in a different form or to record answers in number-word or word form.
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	4 - Good Alignment	Material consists of opportunities to plot fractions on number lines that students must partition (Lesson10-5) number lines that are completely partitioned and labeled with fraction values (Lesson 11-2) and number lines partially partitioned

			that must be complete based on the given information (SE page 479) Lesson 10-7 relates fraction on a number line to rulers and measurement to the nearest half and quarter inch. Lesson 11-6 compared 3 or more fractions, but does not make it explicit that this is to order fractions. One question in the "Reteaching" section on page 546 ask students to clearly order fractions.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	Material uses fraction tiles and area modes for students to identify equivalent fractions.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	5 - Very Good Alignment	Referenced pages (183-186) do not pertain to the given benchmark. Evidence of benchmark found in Lesson 5-1 starting on page 203 where mathematical examples are presented with images and definitions aligned to the benchmark. Right angles are addressed in lesson 5-2 as square angles. Real world context included within the sited lessons such as

			road ways, postcard and telephone lines.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	The material provides opportunites to identify and draw a variety of quadrilaterals. Clarification #2 of the benchmark states quadrilaterals should be outlined, filled or both. All quadrilateral images in Lessons 5-2 and 5-3 are outlined only. The supporting TE documents are only outlines as well.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Opening task in lesson 5-4 provides opportunity to multiple lines of symmetry and no lines of symmetry. The intervention asks promotes hands on learning to cut shapes to find symmetry.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	5 - Very Good Alignment	Lessons 5-5 and 5-6 focus the strategy of counting to find area and recognizing area as an attribute measured in square units.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	Models and materials require students to connect the concept of area to multiplication and generate a formula. "Another Way" for lesson 5-7 highlights

			the dimensions of length and width and connection to
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	Materials are presented with polygons that have all sides labeled, or only partially labeled where they also have to rely on attributes of quadrilaterals to find the perimeter. Units are appropriate based on clarification #2.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	2 - Poor Alignment	Materials in lessons cover part of the benchmark to find the area of non overlaping figures, but no evidence of materials to support finding the perimeter of the same shapes. Lesson 5-10 focuses only on perimeter of rectangles.
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	5 - Very Good Alignment	Materials meet benchmarks. Let's Investigate task on page 607 makes connections to measurements (clocks, thermometers) to number lines.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Throughout unit 13, real world problems are embedded with appropriate units for the benchmark.

MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Material aligns with benchmark.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	3 - Fair Alignment	Materials within the elapse time lessons cover one step real-world time problems, but not two step.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Materials align to the benchmark and include the use of models and charts.
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Lesson 6- 2 and 6-5 incorporates expanded form with flexibly thinking about numbers.
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Materials align to the benchmark with the use of number lines to plot numbers, compare multiple numbers and order them based on their location on the numberline. NUmber lines in lesson 6-3 are all pre-partitioned and labeled with intervals of 50,100 or 1000.
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	The use of number lines in Lesson 6-4 supports students rounding to different place values. j
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Multiple algorithms are represented for students to choose

			from including partial sums organized in two different ways (ex. page 314), which lead to efficiency. Estimation is also embedded throughout the addition and subtraction material as a way to check for reasonableness.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	Models support equal groups, number lines and arrays within multiple lessons.
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	Lesson 14-1 build connections to models and starategies from previous multiplication material. The language within the material supports and focuses on place value.
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	Material focuses on methods that support procedural realibity such as the example on page 68 where they use tens facts to efficiently multiply nines facts.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	Models are used to represent operations and include connections to real world measurement problems. Students have opportunities to

			recognize equations based on the real world scenario (page A186 problem 17).
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	5 - Very Good Alignment	Material aligned to benchmark relating whole numbers with equations.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Material aligned to benchmark.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Connections to multiplication are clear in lessons A5-5 and A5-6 through arrays and equal grouping. Lesson A5-7 and A5-8 provide instruction on divisibility rules. The instruction does not provide opportunities for clear connections between divisibility rules and factors.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	Meets expectations of patterns benchmark.
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	2 - Poor Alignment	Material covers multiple lessons on equivalent fractions, but none of these lessons (A6-1 through A6-4) incorperate denominators of ten with equivalent fractions with denominators of 100. Lesson A7-10 tuches

			on this idea, but focuses more on writing an equivalent fraction with a denominator of 100 to add.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	Material matches the expectations of the benchmark.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	Material matches the expectations of the benchmark.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	Material matches the expectations of the benchmark.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Material matches the expectations of the benchmark.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Material matches the expectations of the benchmark.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	3 - Fair Alignment	Lesson A8-1 uses real world examples of identifiable angles. This lesson does not incorporate identifying/classifying angles within geometric shapes.

MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Limited real-world problems involving unknown angle number. Most material focus on mathematical problems or doesn't incorporate writing equations for the unknown. .
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Material matches expectation of benchmark with

			strategies that focus on distributive property and place value.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Material matches expectation of benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Solve and Share problems throughout the material set students up with engaging problems that allow them to analyze the task, determine the entry point or strategy that makes sense to them.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	Problems allow students multiple ways to represent problems as well as self selection of strategies.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Lesson sequence builds effeciancy with strategy selection and connections amongst the strategies to support learning.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Planned questions within Solve and Share such as the example on page 165 keep discussion focused on key learning for the lesson.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Solve and Shares that allow for multiple representations or answers engage students in making generalizations. (Ex. pg 421)
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Estimation is called out at multiple points in the material including area, adding/subtraction, multiplication prior to students solving the computations in order to judge reasonableness.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	Various opportunities to interpret and model real-world context.

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Guiding questions and directions within material elicit student justifications based on the text or their work.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Material matches expectation of benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Material matches expectation of benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Material matches expectation of benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Material matches expectation of benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Material matches expectation of benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Material provides visual references and definitions to support communication of ideas.

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	Majority of the materials align fully to the benchmarks. Some minor gaps due exist as described in the standards section.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Content is appropriately written and presented.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	NA
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Including real-world examples, definitions and visual models.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	NA
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Text is grade level appropriate.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are 4 part and paced for an instructional block.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	NA
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	NA
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	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 or contradictions notes.
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 presentation is aligned with models accepted for concepts and aligned to standard.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	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	Content and instructional practices align with best practice in math.
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 aligns to the grade level and benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content aligns to the grade level and benchmarks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Variety of real-world context and images that relate to everyday 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	Pick A Project tasks connect real-world experience, multiple contents and the benchmarks.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	NA
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	NA

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teacher and student materials align in a way that make facilitation of lessons targeted and well prepares.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Compoenents with student edition, teacher edition and other teacher resources align and are easily utilized.
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 follow a logical progression of learning.
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	bolded text, key highlighted vocabulary words, visual aids, exemplar examples are all present.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	NA
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Interactive student edition provides access through adaptable features such as text size and audio 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	Overall this material is user friendly for teachers and students do to the layout and accessibility.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	In addition to being visually appealing, the teacher material provides guiding questions that elicit student thinking and the solve and share tasks engage students in productive struggle.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Sequencing of lesson material matches the demands of the benchmarks.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Both teacher and student materials clearly state the intent of the lesson and content information clearly.
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 stucture of individual lessons provides for guided and independent practice. During the hook/engage task, guiding questions are provide to activate student thinking and make sense of the mathematics.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The student materials are available both in print and digital versions, allowing for adaptability with font, audio and visual supports. The teacher resources also provide additional questions to support student 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	Let's Investigate (example starting on TE page 95A) engage students in discourse based on their own work. These facilitated discussions highlight mathematics and strengthen/develop

		connection that are necessary for upcoming lessons.
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	Mathematical literacy, reteach, enrich, intervention and center tasks extend learning from the student edition of the materials.
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	In addition to the use of models, questioning and purposeful assessments, the materials all support high quality student discussion. This includes the embedded 5 Practices for discourse.
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 align with the mathematical teaching practices and mathematical standards for thinking and reasoning.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	NA
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessments are clearly aligned to benchmarks and provide support in responding to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	NA
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	NA
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The materials follow best practices in general and mathematics instruction. Students have targeted assessments, high leverage

		instructional strategies and student guiding support within the materials.

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

Reviewer's Name: Kelsey Ivey

Title: enVision Florida B.E.S.T. Mathematics Grade 3 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

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Edition: 1

Grade Level: K-5

Course: Grade 3 Accelerated Mathematics

Bid ID: 386

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 textbook is visually appealing for students. There are lots of characters from a wide range of ethnicities. The textbook brings lots of real-world examples into word problems, nothing is made up or "silly". There is not a lot of room for students to show their work or explain their answer. Some students need the room to work out problems, and

	although this could be done on another piece of paper, I think teachers would appreciate being able for students to show their work in the same space they write their answers. The textbook is heavy on word problems, and although this is great and a lot of higher-order thinking takes place when we present questions in world problem format, students are expected to read on grade-level to solve these independently. If students are not on grade level in reading and that hinders their ability to solve problems, are we really assessing their reading abilities or their math abilities?

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	4 - Good Alignment	This standard is covered in detail. The definition of the distributive property is explained and examples of how to solve using the distributive property are shown using manipulatives. The associative property is also explained. Along with the commutative property of multiplication..
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	This textbook gives multiple opportunities to solve real-world problems. There are many word problems for students to read and solve. These word problems include examples of using money, creating

			a project, and cooking.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	The textbook provides students the opportunity to identify missing factor problems, not just by filling in the missing factor, but through word problems, as well.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	Although this standard is not revisited throughout the textbook, the textbook does a good job relating true/false equations to a balance (both sides must be equal). That was a great connection.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	For this standard, a balance example was used once again. The standard could be solved using real-world examples of baking a cake, windows in a building, and a survey of favorite sports using tally marks.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5 - Very Good Alignment	The textbook does a great job at making this standard into higher order thinking questions. It is not simply identify, "odd" and "even" numbers, but how can we

			predict if the answer will be odd or even.
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	This standard is shown in the textbook. It begins with very basic-level questioning ("Is _ a multiple of _?"), but then moves into higher order thinking questions.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	5 - Very Good Alignment	The textbook does a good job at looking at multiple ways students can find patterns in numbers, whether it be multiplication or division problems, and different facts..
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	5 - Very Good Alignment	The textbook does an excellent job at using multiple ways to explain how to collect and interpret data. There are opportunities for students to collect and represent their own data- pictographs, bar graphs, frequency tables, and line plots. Giving students the opportunity to represent their own data makes learning this standard more meaningful.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs,	4 - Good Alignment	The textbooks give students the opportunity to not

	circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.		only represent data, but interpret it, as well. Students are asked questions about bar graphs, line plots, pictographs, and frequency tables.
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	5 - Very Good Alignment	The textbook does a great job at looking at unit fractions, but also asking higher order questions. Students look at unit fractions on number lines, on rulers, and in baking instructions.
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{\square}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.	5 - Very Good Alignment	The textbook does a great job at representing and interpreting fractions using measurement, word problems, data, and pictures.
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	The textbook gives definitions for standard form, word form, and unit fraction. The textbook should give an example or definition of "numeral word form", as students are asked to name one part of the fraction this way.
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	5 - Very Good Alignment	The textbook does a great job at showing different ways to plot a fraction with the same numerator or the same denominator.

			Students are asked to do this on a number line.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	The textbook does a great job at having students identify equivalent fractions and explain why they are equivalent fractions. The textbook visually shows this using fraction strips and number lines.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	1 - Very Poor/No Alignment	This standard is not covered on SE pages 183-186. These pages are focused on MTR.1.1.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	The textbook does a great job at having students identify and draw quadrilaterals. The textbook does not give enough space for students, especially in the 3rd grade, to write written responses to word problems.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	The textbook does a great job at having students not only identify lines of symmetry, but draw them, as well.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps.	5 - Very Good Alignment	The textbook does a great job at having students use unit squares to cover a

	Find areas of rectangles by counting unit squares.		space. Students are asked to draw and count the number of square units in an object.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	The textbook does a great job at having students using a multiplication formula and a visual model to find the area of a rectangle. The standard starts out by students counting square units and moves into having students find areas of irregular figures.
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	The textbook does a great job at having students read and solve real-world problems involving perimeter and area of rectangles. Real world examples included the area/perimeter of puzzles, houses, and gardens.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	5 - Very Good Alignment	The textbook does a great job at having students read and solve real-world problems involving perimeter and area of rectangles. Real world examples included the area/perimeter of composite figures such as puzzles, houses, and gardens.

MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	5 - Very Good Alignment	The textbook does a great job at having students measure the lengths of objects, volume of liquids, and temperature. It circles back to these standards multiple times.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	The textbook does a great job at having students solve real-world problems relating to lengths, masses, weight, and temperature, or liquid volumes. Examples of these include- a football team's water cooler, the weight of different objects at the grocery store, and the amount of food different animals eat.
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	4 - Good Alignment	The textbook does a great job at having students tell times using analog and digital clocks. Students may need to spend more time on this skill, as there is only one short lesson on time to the nearest minute, if they were not given adequate instruction on time in second grade. Telling time can be a difficult standard for students.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	The textbook does a great job at giving

			real-word examples of when students would need to use elapsed time, such as start/stop times of movies, the length of basketball tournaments, and baking times. Although the textbook gives these real-world examples, elapsed time is only covered in three pages. From my experience, elapsed time is a difficult subject for students and some may need more support.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	The textbook does a great job at having students write numbers from 0 to 10,000 using standard form, word form, and expanded form. The textbook has students use a place value chart to write digits in the correct place value. The textbook also has students list the number of digits in each place value. The textbook has students look at errors and explain where the errors occurred.
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each	5 - Very Good Alignment	The textbook does a great job at having students compose and decompose four-

	composition or decomposition using objects, drawings and expressions or equations.		digit numbers in multiple ways. Students are asked to write numbers multiple ways using only hundreds and tens or without using certain digits.
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	The textbook did a great job having students plot, order, and compare numbers up to 10,000. Students were asked to do this on a number line and compare using, "greater than" and "less than".
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	The textbook did a great job having students round numbers up to 10,000 to the nearest 10 or 100. Students were able to look at a number line to do so. The textbook used words such as "about" and "estimate" to help students find "compatible" numbers.
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	The textbook did a great job having students add and subtract multi-digit whole numbers using fluency. Techniques such as mental math and using partial sums were two ways

			the textbook uses to teach students fluency.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	The textbook does a great job at having students show the relationship between multiplication and division- students are able to fill in the blanks or solve word problems.
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	The textbook does a good job having students multiply one digit numbers by a multiple of 10. Students are asked to use place-value blocks, and different strategies to solve these problems. Students can demonstrate their understanding by filling in the blanks and solving word problems.
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	The textbook does a great job having students demonstrate understanding of this standard. The textbook offers students many strategies to show their understanding of multiplication and relating it to division.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like	5 - Very Good Alignment	The textbook does a great job at having students solve real-

	denominators, including mixed numbers and fractions greater than one.		world problems related to fractions. These include examples of
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	5 - Very Good Alignment	The textbook does a great job going beyond just answering "true/false" questions to go along with this standard. Students are asked to explain what mistakes were made.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	This standard is represented well through finding the value of "x", however there are not very many real-world examples, as explained in the standard.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Students are able to use factor pairs and grids to determine whether a number is prime or composite.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	The textbook gives students multiple opportunities to find patterns in numbers with word problems or by following a given "rule".
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	The textbook gives students the opportunity to show equivalent fractions using multiple

			examples of using pictures (fraction bars) and a number line.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	The textbook gives students the opportunity to show equivalent fractions using multiple examples of using pictures (fraction bars) and a number line for fractions greater than one.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	4 - Good Alignment	Students are able to plot, order, and compare numbers within these pages. There is not a lot of room for students to use strategies to compare numbers, if they choose to draw pictures.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	4 - Good Alignment	Students are able to decompose a fraction greater than one. There are not many opportunities within the given pages. There are multiple examples of how to do this and the textbook gives the definition of the word, "decompose".
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Students are given multiple opportunities to solve problems of adding and subtracting fractions.

MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Students are given the opportunity to add fraction with denominators of 10 to a fraction with a denominator of 100 in basic problems and word problems.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Students are able to identify and draw straight, reflex, acute, obtuse, and right angles.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Students are given multiple opportunities to measure angles using pattern blocks and a protractor.
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	3 - Fair Alignment	Students are given a few examples of real world situations where they would need to measure angles including the wings of an airplane and angles in a chair.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Students are given opportunities to show they understand how to find area and perimeter when given unknown sides.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Students are given multiple opportunities to solve problems involving rectangles with the same area and different perimeters

			or the same perimeter and different areas. Students are encouraged to use grid paper to solve.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Students are given opportunities to read and write numbers in word form, standard form, and expanded form up to 1,000,000. There are word problems and simple recall questions for this standard.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Students are given multiple opportunities to compare numbers and plot them on number lines. There are also word problems that students can solve to show their understanding of this standard.
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Students are given multiple opportunities to round numbers to the nearest 10, 100, or 1,000. There are questions in word problems and simple recall questions, as well.
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Students are given multiple opportunities to recall multiplication facts

			including- using known facts to recall other facts, using patterns to recall facts. Then using these facts to relate it to division facts. There are multiple pages to show this standard.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	The textbook gives students multiple opportunities and strategies to use to multiply two digit numbers. Strategies include- drawing an array, using area models, and estimating products.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	The textbook gives students multiple opportunities and strategies to use to multiply two digit numbers. Strategies include- drawing an array, using area models, and estimating products.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	5 - Very Good Alignment	The textbook is big on social emotional learning and students are encouraged to have a growth mindset when working through problems or working with others. There are clear definitions of what having a growth mindset means.

	• Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Students are given different opportunities to solve problems using number lines, pictures, etc. Directions throughout give students multiple ways to solve.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	The textbook gives students multiple opportunities throughout the book to practice their fluency- whether its addition, subtraction, multiplication, or division facts.

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	The textbook allows for multiple opportunities to engaged in discussions that reflect on the thinking of themselves and others. This includes opportunities for students to "Learn Together" and there are talking points to guide discussions..
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	The textbook allows students multiple opportunities to use patterns and structures to help understand and connect mathematical concepts. One example included finding patterns in numbers. Students are asked to determine the missing numbers and then create their own extended number pattern.

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	The textbook allows students to assess the reasonableness of their solutions. Questions that state, "Is this answer reasonable? Explain". This is a higher order thinking question used throughout the textbook.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The textbook gives students multiple opportunities to apply real-world contexts to their math. At the beginning of each new topic students are able to pick a topic and complete a project which can range from creating a sports poster and writing a report to building a space probe using math skills.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	The textbook does a great job asking students to explain their answers. One example included- "Why did you choose to solve the problem the way you did?".

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The textbook gives the students multiple opportunities to read grade-level texts. There are word problems in every topic. Students are expected to read on grade-level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are given multiple opportunities to make inferences within real-world problems.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The textbook does a great job at solving problems collaboratively. Suggestions such as, "with a partner" or "in a group" are embedded throughout the textbook.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The textbook gives students suggestions on how to solve problems (using a number-line, drawing pictures, using mental math). Students can choose a variety of ways to solve problems.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	The textbook gives students appropriate opportunities to write to explain their answers. There is not a lot of room for students to write their answers. There

			are also journaling opportunities at the beginning of each topic.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	The textbook does a great job at giving English Language Learners opportunities to demonstrate their knowledge using pictures and in words.

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 aligns with standards and benchmarks. Standards are written throughout the topics for easy correlation.
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 standards and benchmarks. Content begins with basic instruction and moves to higher order thinking questioning.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The material can be adaptable and useful for classroom instruction. Students are able to use hands-on materials to help solve problems, that can be used and found within 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	There are many real-world examples of how this information can be used in life

		(baking, measuring, collecting data).
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The level of the treatment of content measures the standards. How the information is presented matches what is being asked by the standard.
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 treatment of content matches the student abilities and grade level, if reading on grade-level. There are a lot of word problems and written instructions in this textbook, if students are not reading at grade-level or do not have accommodations, this may be challenging for them.
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 level of treatment of content matches the time period allowed for teaching. Teachers have opportunities to teach using direct instruction, small group, and allow for students to have independent practice.
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	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	Upon 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	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	Content is accurate and appropriate for the content 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	Content of 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.	5 - Very Good Alignment	Content is current and up-to-date. The material gives students multiple methods of solving a problem. There is also a social-emotional component to the textbook, as well.
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	Content is presented in appropriate and relevant context in the appropriate order of learning.
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 includes connection to life in a context that is meaningful to students. There are real-world projects for students to complete at the beginning of each topic. There are also real-world inspired word problems throughout the textbook.
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 include writing through journaling and STEM projects.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	5 - Very Good Alignment	Multicultural representation is evident throughout the

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		textbook. There are characters throughout the textbook that represent various ethnicities and cultures. One of the characters is even portrayed in a wheel-chair, which is not seen very often in other textbooks or readings.
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 portray people and animals with compassion, 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?	5 - Very Good Alignment	The content of benchmarks and standards for this course 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	The student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials. However, a teacher would need to provide supplemental resources for students who may struggle with a particular standard.
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.
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 organized in a way in which standards build on each other. The organization makes sense. Example: students are asked to identify the name of angles

		before they are asked to measure them.
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	There is a lot of reading in this textbook, if students are on-grade level they will be able to work their way through the word problems. If students are working below grade level, this may be a challenge for them.
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	Students are presented with material and are able to do work through it with guided instruction before moving on to independent practice.
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 other concern I have is there is not enough space in the textbook for students to write out their problems and solve. Students with poor handwriting or OT students may find drawing pictures in the space provided is not feasible.
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	This textbook is presented in a way that engaged children-characters, color, graphics. However the space provided to solve and draw pictures is small in most problems.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	There are graphics and visuals on each page and in color. This may keep students engaged, but I'm not sure how motivating it is.

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 expressed throughout each topic. This textbook thoroughly teaches students and displays the "Big Idea" for each new topic.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	At the beginning of each topic there is a clear expectation of what students should learn and be able to do written as, "I can..." statements.
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 topic has "Guided Practice" and "Independent Practice" opportunities for students.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	I do not see a lot of small group opportunities or remediation opportunities for students within this textbook.
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 opportunities for students to use manipulatives and share their work with partners throughout the different topics. Students also have opportunities to complete projects based on the skills they are learning.
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 material includes "Pick a Project" opportunities for students to complete relating to their area of study and STEM projects throughout relating to what they are learning.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are multiple strategies used to teach learning outcomes to students. For instance when students are comparing fractions they are asked to use fraction bars,

		draw pictures, or use a number line.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	There are multiple strategies used to teach learning outcomes to students. For instance when students are comparing fractions they are asked to use fraction bars, draw pictures, or use a number line.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are assessment pieces throughout the textbook that allow students to show their answer multiple ways- multiple choice, select all, written 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.	5 - Very Good Alignment	There are assessment pieces throughout the textbook that allow students to show their answer multiple ways- multiple choice, select all, written response.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Multiple strategies are taught to help students find the best one for their learning style. There is also lots of opportunities for students to use manipulatives. Each topic also has students learning through guided practice before moving on to independent practice.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The BEST standards are well represented in this resource as evident with the correlation they provided.
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	I would confidently say this textbook satisfies learning requirements for the new BEST

		standards. The company has done a fine job of correlating standards to the appropriate pages.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The textbook is strictly focused on the math content and BEST standards. There is no evidence of Critical Race Theory being taught within this textbook.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	The material omits Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	The instructional materials omit Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	There is some Social Emotional Learning that is embedded within this textbook (sharing with a partner, growth mindset), but it is not overwhelming nor does it take away from the subject-area standards.

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 3 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012055 - Grade 3 Accelerated Mathematics

Bid ID: 386

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Margaret Berridge

Title: enVision Florida B.E.S.T. Mathematics Grade 4 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade 4 Accelerated Mathematics

Bid ID: 387

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.	Aligned to state standards and learning goals Provides real world problems that are relevant to students Provides variety of strategies for standards Connections to previous learning Questioning support for self-reflection during opening problem Problems are aligned with learning goal within lesson Engagement concerns with amount of

	learning per page Need additional support with physical engagement Pacing concerns for several standards Assessments overwhelming and little workspace

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	Variety of real world problems using multiplication and division; variety of opportunities to use standard algorithm and solve for remainders
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Variety of real world opportunities to solve problems with fraction multiplication
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Opportunities to represent data with line plots and stem plots; only represent not collecting
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Connects previous learning of stem and line plots to interpreting data with mode, median and range
MA.4.DP.1.3	Solve real-world problems involving numerical data.	4 - Good Alignment	Variety of real world problems using operations and fractions

MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	4 - Good Alignment	Instructional emphasis on decimal models and number lines
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Variety of real world opportunities to explore problems with fraction multiplication
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	2 - Poor Alignment	Opportunities to select tools; no instruction of digital vs scale and recording measurements using fractions/decimals
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	3 - Fair Alignment	Opportunities to convert a variety of measurements; instruction does not prepare for the practice problems
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	2 - Poor Alignment	Instructional focus is on one step problems; instruction not preparing for some of the 2-step problems in practice
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Variety of problems using money and decimal models
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	Explores how the value changes with models and operations
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	Uses number lines to order and compare

			decimals; opportunities to reason and evaluate thinking of others within problem solving scenarios
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Variety of opportunities to practice standard algorithm
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	4 - Good Alignment	Variety of opportunities to estimate, use models and solve division problems
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Variety of opportunities to one more or less than a given decimal
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	Variety of connections to models and money while exploring addition and subtraction
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	4 - Good Alignment	Variety of real world problems using multiplication and division; variety of opportunities to use standard algorithm and solve for remainders
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	Variety of real world opportunities to solve problems with fraction addition, subtraction and multiplication

MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Variety of real world opportunities to explore problems with fraction division
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	Variety of opportunities for translating real world problems into numerical expressions
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	Variety of opportunities to evaluate expressions
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	Instructional focus on properties
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	3 - Fair Alignment	Connection to previous variable instruction; examples do not include variable on both sides
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	Variety of opportunities to write and identify rules
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	Opportunities for solving input and output; connection to linear relationships
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	3 - Fair Alignment	Opportunities to represent whole number and fractional data in graphs; no decimal problems found
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	Connection to previous learning of mode, range and median; instruction

			includes real world problems relating to understanding and solving for the mean
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	Connection between fractions and division within real world scenarios
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	Connection with previous taught fraction standards; instruction includes estimation and models
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	Instruction uses models and properties; practice includes mixed numbers and fractions greater than one
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	Instruction focuses on assessing reasonableness
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Opportunities to use models and drawings to extend fraction division
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	4 - Good Alignment	Includes a variety of triangles and quadrilaterals with vocabulary support
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to	4 - Good Alignment	Includes attributes with vocabulary support

	right pyramids, right prisms, right circular cylinders, right circular cones and spheres.		
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	3 - Fair Alignment	Opportunities to find area and perimeter with fractions; no support for decimals
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	Real world problems used to explore and calculate volume by counting cubes
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Opportunities to determine volume using models and formula
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	3 - Fair Alignment	Instruction includes support with determining volume of composite figures; little support with equations, variables and missing sides
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	4 - Good Alignment	Connections between ordered pairs, charts and line graphs
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	4 - Good Alignment	Real world connections between ordered pairs, charts and line graphs
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	3 - Fair Alignment	Instructional focus is on one step problems; instruction not preparing for some of the 2-step problems in practice

MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Variety of multi-step problems relating to money
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	4 - Good Alignment	Instruction includes decimal support using models and place value charts
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	Variety of opportunities to make connections between forms of decimals
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	4 - Good Alignment	Instruction includes models and different forms to compose and decompose decimals
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	Use of scaled number lines and symbols
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	3 - Fair Alignment	Some opportunities to round decimals to different place values
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	Variety of opportunities to practice standard algorithm
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	Variety of opportunities to estimate and use different strategies to solve division problems
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Opportunities to add and subtract decimals using the standard algorithm

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

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Opportunities to solve problems with mathematical fluency after different solution strategies are explored
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Questions throughout lessons to guide instruction and support student struggle

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Variety of standards are addressed through student work with patterns and making sense of the structure to connect to previous mathematics
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Throughout lessons students are expected to assess the reasonableness of their solution strategy or make sense of other presented in a problem solving scenario
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	Real world connections are made within lessons via the problem solving

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		scenarios and the projects
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Questions provide verbal justification, but need additional opportunities for writing reflection when solving problems within lessons
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Throughout the text there are lessons that focus on comprehending and making sense of the texts through self-questioning; need additional support with reading complex text
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Questions are given to support teachers and students with making inferences
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Throughout the text there are lessons that focus on comprehending and making sense of the texts through self-questioning

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Projects provide students opportunity to produce and present quality work; need additional opportunities during daily math lessons
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Opportunities to share thoughts in response to questions at beginning of lesson; need additional support throughout the lesson
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	Vocabulary support not specific to ELL

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	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	Aligned with state standards and benchmarks
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Variety of real world problems, projects and practice
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Connections are made throughout; need additional support for student understanding of significance
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	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	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.	3 - Fair Alignment	Pacing is a concern for many topics
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Material reflects 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	Material reflects expert information
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Content presented 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).	4 - Good Alignment	Content 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	Variety of models and strategies shared within the lessons
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Content viewed was factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content viewed was up-to-date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is appropriate and relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Context 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 connections are meaningful
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Cross connections between content is 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	Appropriate multicultural representation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Appropriate humanity and compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	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	Appropriately addressed learning outcomes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Components viewed aligned 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	Consistent and 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	Narratives are engaging to students; visually engaging for students with exception of some practice pages which might overwhelm

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	Some concept pacing is concerning
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
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	Engaging visually and projects/story problems make real world connections to students

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Motivation included in projects and stories; practice pages are not motivating
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Material is addresses the grade level standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear information, vocabulary and learning outcomes are presented
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 support throughout the lessons help develop independence and math thinking
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Pacing is a concern in connection to developmental difference and 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	Mental activity presented; need additional support in physical engagement

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	Material is organized with clear 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	Variety of strategies are explored throughout lessons
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Variety of strategies are explored throughout lessons
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Connection between learning outcomes and 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.	3 - Fair Alignment	Assessments are connected to learning outcomes; need support in visual engagement of students; assessments are overwhelming to view on the pages
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Materials viewed consider 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	Materials viewed appropriate application of MTRs and ELA standards
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Overall 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?	4 - Good Alignment	Materials viewed align to 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: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 4 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012065 - Grade 4 Accelerated Mathematics

Bid ID: 387

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: - Magnification -- ZoomText Magnification/Reader - Text-to-Speech -- NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) -- JAWS Screen Reader (Windows/Firefox) -- VoiceOver (iOS/Safari browser) -- VoiceOver (OS/Safari browser) - Text-to-American Sign Language -- We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. - On-screen Keyboards -- Supports on-screen keyboards via commonly used tablets and other touch enabled devices - Switch Scanning Controls -- Standard switch scanning control software can be used with SavvasRealize instructional content. - Speech-to-Text -- Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Melissa Soto

Title: enVision Florida B.E.S.T. Mathematics Grade 4 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: R. Charles, et al

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Edition: 1

Grade Level: K-5

Course: Grade 4 Accelerated Mathematics

Bid ID: 387

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This curriculum had the majority of the standards aligned very well. The strategies used to teach the concepts within the standards were scaffolded well with concrete/visual representations connected to the equations used to solve the problems. Real world problems were evident in every lesson and the students were involved in their learning

	throughout the lessons. The MTR standards were embedded intentionally throughout the curriculum. Formative assessments were included for all lessons and included a response for teachers including specific assignments or teacher-led lessons. Vocabulary activities were included before and after each topic, and additional vocabulary resources will be provided. Overall, I was impressed with the way the content is presented to students with a true focus on conceptual understanding that leads to procedural fluency. Very unique format (in comparison to other curriculums I've used over the years) that aligns to effective mathematics practices.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Every lesson contains real world problems. The multiplication and division problems and strategies are scaffolded through the lessons.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Every lesson contains real world problems. Students are multiplying fractions by whole numbers and vice versa. Various strategies including visuals and number lines are used to teach the concept.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Real world problems are provided where students are gathering numerical data and representing it using tables, line

			plots, and stem-and-leaf plots. The data includes fractional values.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Mode, median, and range are defined clearly with examples provided. The students are given various sets of data and learn how to determine the mode, median, and range of the data provided.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	Students are applying their learning from the two prior standards 4.DP.1.1 and 4.DP.1.2 and extending that to solving problems involving the data.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	Real world problems are included to help students understand how decimals can be used to represent fractions and vice versa. The examples provided include fractions, mixed numbers, fractions greater than one, and denominators of 10 and 100. Number lines are used to help students understand the concept.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Every lesson contains real world problems. Students are multiplying fractions

			by whole numbers and vice versa. Various strategies including visuals and number lines are used to teach the concept. 4.AR.1.3 and 4.FR.2.4 are taught in tandem.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	Two lessons provide real world examples of selecting and using appropriate tools to measure attributes of objects such as length, volume, weight, mass, and temperature. One lesson focuses on customary and the other on metric units of measurement.
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	Both customary and metric units of measured are taught with real world examples. Students are converting within one system of measurement with various practice opportunities. The problems meet the benchmark clarifications and problems include fractions where appropriate.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	5 - Very Good Alignment	Two-step real-world problems have been embedded in the content from the two earlier measurement standards (M.1.1 and

			M.1.2). Students are solving these problems that involve distances and intervals of time using various combinations of the four operations.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	5 - Very Good Alignment	Content teaches one- and two-step addition and subtraction word problems involving money using decimal notation. Strategies for learning include bar models, base-10 bocks, and converting decimals to fractions. This standard is not taught in isolation.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	5 - Very Good Alignment	Lesson teachers how the value of a digit changes based on its movement. Students analyze patterns and real world problems are provided.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Lesson provides various strategies to plot, order, and compare decimals. This skill is combined with the standards 4.FR.1.2. and fractions are used as a strategy.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Students are provided real world problems that require them to multiply. Varies strategies are used to teach multiplication including area models,

			partial products, and the standard algorithm. The lesson stay within the limits of 2 digit factors.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Strategies used to divide: Bar model, compatible numbers, multiplication, estimation, models, distributive property, partial quotients, etc. After dividing, students learn how to represent the remainder as a fractional part of the divisor as appropriate. This strategy is also embedded standard 4.M.1.2 where students are converting units of measurement. Students are solving various division problem types including real world comparison problems.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	This standard is combined with comparing and ordering decimals. Although the content is aligned to the standard, there should be additional practice or focus on this standard.
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Students are provided several strategies including “decimal grids” and equivalent

			fractions to add and subtract multi-digit numbers with decimals to the hundredths. Context is provided for several problems in this lesson. Decimals are used as money, length, weight, distance, etc.
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	3 - Fair Alignment	The lessons referenced involve multi-step real-world problems involving several operations. However, multiplication is the focus and I did not view any practice I which remainders must be interpreted within the context. This skill was covered earlier in a 4th grade standard, which does align to this standard, but those pages were not referenced here.
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	Lessons include adding fractions, including mixed numbers, using the concept of perimeter. Visuals are used. Additional lessons include both adding and subtracting fractions/mixed numbers using bar models. Other lessons include all three operations in the problems students are

			solving. This standard also includes a “let’s investigate” activity that uses several strategies to solve problems such as drawings, repeated addition, distributive property, etc. Many opportunities to practice the content of the standard, and the practice is aligned to the standard.
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	Whole numbers are divided by unit fractions using a visual as well as a bar model. Additional lessons include drawings and number lines. Real-world problem are provided for many of the practice problems. Models and number lines are used to teach division of a unit fraction by a whole number. Context is provided.
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	Several lessons are provided that teach the content of this standard. The lessons include real-world and mathematical descriptions that students are to write as numerical expressions and vice versa. Students use parenthesis as needed and varies strategies

			are provide to support the concept.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	Lessons provide practice using the order of operations to evaluate an expression. Whole numbers, decimals, and fractions are included within the content limitations. Problem solving is included. This standards includes a “let’s investigate” lessons providing students with additional strategies for evaluating expressions.
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	Lesson provides students with an opportunity to use the properties of operations to evaluate expressions and determine if they are true of false. Context is provided for several problems.
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Students are provided context, then asked to write an equation to represent the problem. Variables are used to represent the unknown and the bar diagram is the main strategy used to solve the variable.

MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	One of the lessons include a 3-Act task where students are identifying patterns. In another lesson, students are analyze tables and identifying/writing a rule that can be used to describe the pattern as an expression. In another lesson, students are being provided a table with missing numbers. They must use the rule provided to determine the missing numbers. Some of the word problem ask students to use the word problem to complete a table, then write the rule for the table. Lots of real world practice.
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	Students are given a rule for a numerical pattern, and they use a two-column table to record the inputs and outputs. This standard is also practiced in tandem with standard 5.GR.4.2 since the input/output information can be graphed.
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	Students collect data from their classmates and organize the data into a table. Students use data organized in tables to create line

			plots. In another lesson, students take data from tables and organize the data into line graphs. The data includes fractional and decimal amounts as appropriate. Denominators are limited to 1, 2, 3 and 4. Other lessons referenced teaches graphing ordered pairs, which is appropriate for standard 5.GR.4.1.
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	Students obtain data and determine the range, median, and mode. Data sets as well as real-world problems are provided for students. Another lesson focuses on mean using a variety of strategies such as redistribution and the usual strategy of adding up all the numbers and dividing by the number of digits added. As usual, students are provided with practice with and without context. In another lesson, mean is described as a representation of a balance point or an equal share. Visuals are provided to help students understand the concept. Yet another lesson

			combines mean, mode, median, and range and provides mostly real world problems for the data. The final lesson for this standard asks students to analyze the work of others who have analyzed data. Students focus on their communication and justification skills.
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	Two lessons are provided teaching the connection between fractions and division. Visuals are provided to help students understand the connection. Students are asked to represent fractions as a division expression and vice versa. The second lesson continues with this understanding, however fractions greater than 1 and mixed numbers are include in the lesson.
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Students learn to estimate the sum of two fractions with unlike denominators. Visual models and number lines are strategies used. A “let’s investigate” lesson is included and involves tasks where students need to add and subtract fractions

			with unlike denominators. Students are taught how to find “like-sized” parts or common denominators in order to add or subtraction fractions. Visuals are included. Several strategies are used to add and subtract fractions such as models, estimation, regrouping, and number lines. Students have a variety of strategies available as well as practice with and without context.
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Students use concrete or visual models (drawins) to learn how to multiply fractions by whole numbers, and fractions by fractions. Once fractions greater than one or mixed numbers are being multiplied, students use area models and partial products to multiply. Students can rename mixed numbers, then multiply. Practice is provided with and without context.
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the	5 - Very Good Alignment	The lesson provided teaches how to use number sense to predict the relative

	product to the given number without calculating.		size of a product. Students use connect their prior knowledge to determine the relative size without multiplying.
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	Students are provided with division equations that require them to divide a whole number by a unit fraction. Visual representations, fraction models, and number lines are used to teach the concept. Student explore how dividing by a fraction is related to multiplication. Additional lesson ask students to divide unit fractions by a whole number using models and number lines. The skill is practiced with and without context. Ample practice is provided and instruction includes manipulatives, drawings, number lines, and properties of operations.
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	Triangles and quadrilaterals are defined by their attributes. Venn diagrams are used to show the relationship among quadrilaterals. Practice includes both no context and context.

MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	3-dimensional shapes are provided in a table, including how they are categorized based on their attributes. Students identify shapes and list defining attributes. Shapes are limited to the specifications of the standard.
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	5 - Very Good Alignment	One lesson focuses on finding the area of a rectangle with fractional side lengths. This lesson is included in the topic where students learn to multiply fractions, so the lesson placement is appropriate. Students are taught using drawings as well as application of skill they learned earlier in the topic of multiplying fractions. Students are taught how to add/subtract decimals and fractions, which prepared them to determine the perimeter of a rectangle that involves decimals. They apply those skills to the concept of perimeter. The lesson provides practice with visuals to determine the perimeter as well as applying their prior

			understanding of fractions and decimals as stated. As usual, real world problems are provided for practice. Both clarifications are included in the connected lessons.
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	Volume is taught as stated in the standard. Visual models are provided as well as problems with and without context.
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	The learning in GR.3.1 is connected to the formula to determine volume. Visual models are provided. Practice problems are with and without context. Content does not go outside of the standard clarifications.
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	5 - Very Good Alignment	Students are solving problems with and without context. These problems involve volume of rectangular prisms as well as composite figures composed of rectangular prisms. Students connect their earlier learning in 5.GR.3.2 to the composite figures using formulas. Students determine the volume of each

			rectangular prism and combine the non-overlapping parts to determine the volume of the composite figure. Real world problems are provided with visuals as students determine the volume. All figures stay within the limitations of the standard clarifications.
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	5 - Very Good Alignment	Students learn about coordinate grids, ordered pairs, x-axis, y-axis, origin, x-coordinate, and y-coordinate. Lessons provide practice plotting and labeling ordered pairs in the first quadrant of the coordinate plane. Practice includes problems with and without context. Lessons stay within the limitations stated in the standard clarifications.
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	Lessons include practice where students represent mathematical and real-world problems by plotting points. Practice stays within the limitations in the standard and standard clarification.

MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	5 - Very Good Alignment	Students are provided tables to show equivalent measures for length, capacity/volume, and time. Practice problem are provided with and without context. Every lesson includes problem solving that incorporates real world problems where students have to convert measurement.
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	5 - Very Good Alignment	Lesson includes the content within the standard.
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	5 - Very Good Alignment	Place value is taught and shown based on a periods chart. 1/10 and 10 times based on place value is addressed and examples are shown.
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	Lessons provide instruction on reading and writing numbers using a place value chart as well as base-10 blocks. Standard form, expanded form, and word form are taught to the thousandths. Real world examples are provided to help students understand decimals.
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths	4 - Good Alignment	Multi-digit numbers are composed and

	in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.		decomposed to the thousandth in multiple ways. Base-10 blocks and expressions/equations are used. Drawings are not present.
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	5 - Very Good Alignment	A “let’s investigate” provides a problem where students are comparing distance in a real world problem. In lessons, number lines are provided as a strategy to plot, order, and compare decimals to the thousandths. Content addresses the standard including the 3 clarifications.
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	5 - Very Good Alignment	Lessons provide practice rounding decimals to the nearest whole number, tenth, and hundredth. Several strategies are provided including number lines as well as the traditional procedure for rounding (use the digit to the right, if it is 5 or greater round up, etc.).
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Topic 3 covers multiplication of multi-digit whole numbers. Students estimate and then multiply. Strategies include place value,

			partial products, standard algorithm, area model, and bar models. Practice problems are provided with and without context. There are many opportunities to determine if the student has developed procedural fluency including a procedural fluency activity on pg. 129.
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	The content begins with students using patterns to determine the quotient. Students are dividing multiples of 10. Visuals are provided to help students understand division as well as models representing the distributive property. Bar models are taught and each lesson has practice with and without context. Strategies include, visuals, distributive property, area models, partial quotients, arrays, place value (standard algorithm), and base-10 blocks. Students are provided practice with and without context. Students are to express the remainder as a fraction when

			appropriate or when there is no context.
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Lessons provide instruction and practice adding and subtracting multi-digit numbers with decimals to the thousandths. Strategies include rounding with estimation or compatible numbers, place value blocks (base-10), associative property or commutative property when appropriate, compensation, number lines, partial differences, place value charts, and the standard algorithm (including a step-by-step reference guide). Practice with and without context if provided.
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	An entire topic is dedicated to multiplication of decimals and it begins with rounding or using compatible numbers to estimate. Strategies for multiplication of multi-digit numbers with decimals to the hundredths include using base-10 blocks, partial products, place value chart, visuals, hundredths grid, area

			model, and the commutative and associative property when appropriate. As usual, practice with provided with and without context. And entire topic is dedicated to division of decimals and begins with rounding or using compatible numbers to estimate. Strategies used include tools such as drawings, money, or place value blocks. Additional strategies include partial quotients, patterns, place value charts, hundredth grids, and the relationship between multiplication and division. Content includes the standard clarifications.
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	Lessons are provided using place value and patterns to multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the “My Math Thinking and Reasoning Handbook”. The MTR

	• Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include analyzing problems, building perseverance, asking questions, and modifying methods as needed.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the "My Math Thinking and Reasoning Handbook". The MTR standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include solutions to problems in multiple ways using concrete models, visuals, equations, etc. Building understanding through modeling and using manipulatives. Progression from modeling problems with objects/drawings

			to using algorithms and equations. Connections between concepts and representations, and choosing representations based on the given context or purpose.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the “My Math Thinking and Reasoning Handbook”. The MTR standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include selecting efficient and appropriate methods for solving problems within the given context, maintaining flexibility and accuracy while performing procedures and mental calculations, complete tasks accurately and with confidence, and using feedback to improve efficiency when performing calculations.

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the "My Math Thinking and Reasoning Handbook". The MTR standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include communicate and justify thinking. Analyze the mathematical thinking of others. Many opportunities to analyze the mathematical thinking of others, including recognizing errors and suggesting how to correctly solve the tasks. Constructing arguments based on the evidence and communicating those ideas effectively.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the "My Math Thinking and Reasoning Handbook". The MTR standard is reviewed and discussed with students. The MTR standard is found

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include creating plans and procedures to logically order events, steps or ideas to solve problems, decompose a complex problem into manageable parts, and relate previously learned concepts to new concepts, look for similarities among problem. Using patterns in mathematics is seen throughout the curriculum and students connect these patterns to mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the “My Math Thinking and Reasoning Handbook”. The MTR standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include estimating

			before determining a an exact solution, using benchmark quantities to determine if a solution makes sense, checking calculations using inverse operations or other strategies, verifying solutions by explain methods used, and evaluating the results based on the given context. Teacher prompts are given many times throughout the curriculum asking students if their solution makes sense and asking them to explain how they know.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Each MTR has its own lesson at the beginning of using the curriculum in the “My Math Thinking and Reasoning Handbook”. The MTR standard is reviewed and discussed with students. The MTR standard is found throughout the book and referenced below the standard in each lesson. Evidences observed while reviewing the text include connecting mathematical concepts to everyday experiences, using

			models and methods to understand, represent, and solve problems, and performing investigations to gather data. Most/many of the visual learning bridge problems allow students to apply the concept to real-world contexts. A4 – Collecting bottle caps. She has 100 caps and wants to collect 10 times as many. Students are provided many opportunities to question the accuracy of their models and methods.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to explain and justify their reasoning through the use of models, drawings, and other strategies throughout the curriculum.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	This curriculum provides real world problem throughout each lesson. Students have daily opportunities to read and comprehend grade level text while problem solving
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students are inferring throughout the curriculum when they are constructing new

			meaning when they recognize a pattern or relationship within what they already know and their new knowledge.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Students are provided many opportunities to collaborate during the math lessons. Teachers provide students with questions that are meant to be discussed and solved collaboratively.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students will incorporate skills learned into work products to produce quality work. Quality work examples are provided throughout the curriculum, and students are expected to produce quality work similar to the examples. However, I didn't see a place where it is explicitly taught.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Use appropriate voice and tone when speaking or writing. Although not taught explicitly, students are

			given ample opportunities to practice appropriate social and academic language to discuss real world problems.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. Each lesson contains activities to support the learning of ELL students including writing and speaking activities specifically differentiated for various levels of ELL (entering, emerging, and bridging).

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 appropriate based on the standards and provided clarifications.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Lots of resources available for all learners. Adaptable and useful resources.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Most of the materials provide sufficient details for students to understand the significance. A few standards could have included additional practice, but that was only a small fraction of the overall standards covered.
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 appears to match the content 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	The level of difficulty matches the student abilities (accelerated course) and grade level based on the provided standards.
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	Although the content was accelerated and includes standards from two grade levels, the amount of content was deliberately included based on the condensed time period (one year vs. two).
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 sources reflect expert information and it is evident in the overall product created.
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	All sources reflect expert information and it is evident in the overall product created.
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 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	Math content is presented objectively.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials includes 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	Materials appear 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	Recent math practices and current standards are evident in the content.
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 aligned quite well to the new BEST standards 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 presented is appropriate and relevant for the intended audience. Word problems and context is appropriate and interesting.
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 context is included in every lesson. Students should be able to connect to most of the situations provided in a meaningful way.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	The material includes interdisciplinary connections such as science, reading, gardening, construction, 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	The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. No unfair or biased content was 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	5 - Very Good Alignment	No inappropriate content.

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, as stated in the overall standards review.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Excellent curriculum with a plethora of resources to address the targeted learning outcomes. If all the items shared are purchased by the county, the teacher should not have to prepare additional teaching materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Components aligned quite well.
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 materials and strategies are consistent and the organizations of the standards 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.	5 - Very Good Alignment	Content engages students and includes reading and listening as we as in understanding of the content at a level appropriate to the students' abilities. All content is appropriate for the students level and age.
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	Considering this is an accelerated course, the pace is appropriate. If it were not an accelerated class, pace would be inappropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students,	4 - Good Alignment	Based on the welcome video and the content that was

including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).		referenced in the TE, the material is accessible. Without complete access, I can't give this a "very good alignment".
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Excellent presentation.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Students take an active role in learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Standards content is grouped in a way that makes sense, and learning is connected to prior learning.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Materials are very easy to read and understand.
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 materials provide guidance to help students become more independent math thinkers with various strategies for problem solving.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Content is easily adaptable.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Content requires students to be engaged in their learning and the learning process, rather than the teacher simply being the presenter of information.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	All the activities observed are logical extension of content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Instructional materials include the practices from the MTR standards as well as practice from the 8 effective mathematics practices as outlined by the NCTM.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Based on the content reviewed, they are effective in teaching the targeted outcomes with the targeted audience.
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.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment materials are incorporated into daily lessons and are effective in assessing the learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The strategies 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?	5 - Very Good Alignment	The application of the MTR standards is more than appropriate. They are deliberately embedded within the content on a daily basis.
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, see all comments including the overall comment regarding the curriculum

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	Nothing resembling CRT was found.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Nothing resembling CRT was found.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No social justice content was 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 SEL content was apparent.

Reviewer's Name: Tyler Eastridge

Title: enVision Florida B.E.S.T. Mathematics Grade 6

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 388

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: Jessica Haid

Title: enVision Florida B.E.S.T. Mathematics Grade 6

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 388

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I love all of the activities in this text. The amount of practice problems for students is adequate and geared for learning. I really enjoyed seeing procedural fluency incorporated throughout this book and the high use of better mathematical vocabulary.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms. Various styles of modeling examples for students to grasp content.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Benchmarks cover content perfectly. All levels of thinking for students will be engaged. Love the investigate activities for this module for students to explore balancing and writing inequalities. Vocabulary continues to impress me.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms.

			Various styles of modeling examples for students to grasp content.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms. Various styles of modeling examples for students to grasp content.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Benchmarks cover content perfectly. All levels of thinking for students will be engaged. Love the investigate activities for this module for students to explore balancing and writing inequalities. Vocabulary continues to impress me.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Benchmarks cover content perfectly. All levels of thinking for students will be engaged. Love the investigate activities for this module for students to explore balancing and writing inequalities. Vocabulary continues to impress me.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Benchmarks cover content perfectly. All levels of thinking for students will be engaged. Love the investigate activities for this module for students to explore balancing and writing inequalities. Vocabulary continues to impress me.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Benchmarks cover content perfectly. All levels of thinking for students will be engaged. Love the investigate activities for this module for students to explore balancing and writing inequalities. Vocabulary continues to impress me.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Content covers benchmarks dealing with ratios, rates, conversions. Love the investigate activities and the act mathematical modeling opportunities for kids to think outside of the box and challenge them to think differently.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Content covers benchmarks dealing with ratios, rates, conversions. Love the investigate activities and the act

			mathematical modeling opportunities for kids to think outside of the box and challenge them to think differently.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Content covers benchmarks dealing with ratios, rates, conversions. Love the investigate activities and the act mathematical modeling opportunities for kids to think outside of the box and challenge them to think differently.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Great lessons on percents. Investigate activities challenge the student to think deeper and make it real. Love the application of the real world use in these lessons.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Content covers benchmarks dealing with ratios, rates, conversions. Love the investigate activities and the act mathematical modeling opportunities for kids to think outside of the box and challenge them to think differently.

MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.

MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.

MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Module involving data and statistics has great examples for students to follow and learn from while increasing their fluency of the content. Vocabulary is used constantly to ensure students can express their mathematical reasoning. Modeling and investigation activities are once again awesome and allow students to think at a higher level. Love the reviews of the lesson and materials from other modules as well.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own

			formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural

			fluency continues to be strong.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Applications of benchmarks appropriate for these lessons. Allows students exploration of shapes on the coordinate plane to derive their own formulas for area of basic shapes. Investigate activities help conceptualize the information. Vocabulary used at a higher level and student procedural fluency continues to be strong.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning

			and projects. I love the project time activities. Provides opportunity for student mastery in lesson and procedural fluency, along with mid module check, and alternate summative assessments
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning and projects. I love the project time activities. Provides opportunity for student mastery in lesson and procedural fluency, along with mid module check, and alternate summative assessments
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning and projects. I love the project time activities. Provides opportunity for student mastery in lesson and procedural fluency, along with mid module check, and alternate summative assessments

MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning and projects. I love the project time activities. Provides opportunity for student mastery in lesson and procedural fluency, along with mid module check, and alternate summative assessments
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	New benchmarks were covered in great detail in Ch1. Lessons align with benchmark goals and expectations. Activities require students to participate in all levels of thinking and encourages procedural fluency throughout the lessons.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	New benchmarks were covered in great detail in Ch1. Lessons align with benchmark goals and expectations. Activities require students to participate in all levels of thinking and encourages procedural fluency throughout the lessons.

MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	New benchmarks were covered in great detail in Ch1. Lessons align with benchmark goals and expectations. Activities require students to participate in all levels of thinking and encourages procedural fluency throughout the lessons.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms. Various styles of modeling examples for students to grasp content.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms. Various styles of modeling examples for students to grasp content.

MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Benchmarks covered in depth with great range of complexity in questioning. Awesome activities. Absolutely love the increased vocabulary in these lessons that require students to communicate in concise terms. Various styles of modeling examples for students to grasp content.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Great lessons on percents. Investigate activities challenge the student to think deeper and make it real. Love the application of the real world use in these lessons.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Great lessons on percents. Investigate activities challenge the student to think deeper and make it real. Love the application of the real world use in these lessons.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning and projects. I love the project time activities. Provides opportunity for student mastery in

			lesson and procedural fluency, along with mid module check, and alternate summative assessments
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Benchmarks covered thoroughly with integer operations. Plenty of activities for exploration learning and projects. I love the project time activities. Provides opportunity for student mastery in lesson and procedural fluency, along with mid module check, and alternate summative assessments
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		and Act Mathematical Modeling students are able to engage and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage

	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage and reach higher

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	MTRs are addressed in multiple ways in this text. Using the Lets Investigate tools and Act Mathematical Modeling students are able to engage and reach higher levels of thinking. These opportunities provide the best learning environment for a student and teacher for the educational environment.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate

			vocabulary, and more.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	This text allows students to also reach many of the goals for their ELA class due to the reasoning and explanations that students are asked to provide throughout the lessons and content. These ideas allow students to collaborate with each other, have evidence of why they think the way that they do, know how to properly communicate themselves, use appropriate vocabulary, and more.

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 text allows great opportunity to show alignment with the new 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 text allows great opportunity to show alignment with the new benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The text allows great opportunity to show alignment with the new benchmarks.
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 text has multiple levels of complexity that are all age appropriate, along with materials that have significant value to education. The material is also realistic in the

		time frame that teachers and students will be allotted.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The text has multiple levels of complexity that are all age appropriate, along with materials that have significant value to education. The material is also realistic in the time frame that teachers and students will be allotted.
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 text has multiple levels of complexity that are all age appropriate, along with materials that have significant value to education. The material is also realistic in the time frame that teachers and students will be allotted.
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 has multiple levels of complexity that are all age appropriate, along with materials that have significant value to education. The material is also realistic in the time frame that teachers and students will be allotted.
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 resources were used in this text to create an awesome resource for the new BEST math benchmarks.
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 resources were used in this text to create an awesome resource for the new BEST math benchmarks.
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 appropriately. There are no biases of any type in the

		material. Content is accurate and presented in a way that is up to date and aligns with the standards of practice.
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 presented appropriately. There are no biases of any type in the material. Content is accurate and presented in a way that is up to date and aligns with the standards of practice.
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 presented appropriately. There are no biases of any type in the material. Content is accurate and presented in a way that is up to date and aligns with the standards of practice.
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 presented appropriately. There are no biases of any type in the material. Content is accurate and presented in a way that is up to date and aligns with the standards of practice.
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 on 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	Content is presented appropriately. There are no biases of any type in the material. Content is accurate and presented in a way that is up to date and aligns with the standards of practice.
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 presented appropriately. There are no biases of any type in the material. Content is accurate and presented in a way that is

		up to date and aligns with the standards of practice.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The text provides real life examples that are relatable for students and provides opportunities fro interdisciplinary lessons
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 text provides real life examples that are relatable for students and provides opportunities fro interdisciplinary lessons
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 cultures and types are represented.
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 materials are considerate of people and animals and there isn't any inappropriate information
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes this text is awesome

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 text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and

		resources included to provide for student success.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	This text allows for students to achieve higher order learning while addressing content and benchmarks of the BEST standards. Materials are well-organized and appropriate in complexity. Reading level and narratives are appropriate for age. Content and speed of pacing are appropriate and achievable.Many tools and resources included to provide for student success.

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Text allows or students to stay motivated with multiple strategies.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Materials and activities throughout the text allow students to thoroughly understand the big idea concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Content contains clear statements with 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	Multiple learning strategies and teaching styles have been addressed throughout the text to allow for students safety and creation of successful independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Multiple learning strategies and teaching styles have been addressed throughout the text to allow for students safety and creation of successful independent 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	Materials in the text allow for engagement and participation on students behalf. These activities include but are not limited to independent work, and group/collaborative work.
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 in the text allow for engagement and participation on students behalf. These activities include but are not limited to independent work, and group/collaborative work.
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	All materials included in this text are effective and successful teaching strategies for 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	All materials included in this text are effective and successful teaching strategies for learning outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments are appropriate and geared toward monitoring student progress
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 appropriate and geared toward monitoring student progress
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL was incorporated throughout this text to include different materials, activities, and texts to meet the needs of 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	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 align
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	materials omit
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very 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?	5 - Very Good Alignment	materials do not solicit

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 6

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 388

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: -- Magnification: ZoomText Magnification/Reader -- Text-to-Speech: NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome), JAWS Screen Reader (Windows/Firefox), VoiceOver (iOS/Safari browser), VoiceOver (OS/Safari browser) -- Text-to-American Sign Language: We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. -- On-screen Keyboards: Supports on-screen keyboards via commonly used tablets and other touch enabled devices -- Switch Scanning Controls: Standard switch scanning control software can be used with SavvasRealize instructional content. -- Speech-to-Text: Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally, Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Catherine White

Title: enVision Florida B.E.S.T. Mathematics Grade 6

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 388

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 clickable table of contents on the left made it very easy to navigate the online texts. The content matches the language and clarifications of the state benchmarks. The student editions are colorful and images promote student understanding. The teacher editions provide background information for teachers to make the learning engaging for students

	and to allow teachers to clarify their own misunderstandings. In all, the resources were easy to use and align to the benchmarks and could be an effective teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	TE and SE provide examples and practice: Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	TE and student edition provide examples and practice: Translate a real-world written description into an algebraic inequality in the form of x > a, x < a, x ? a or x ? a. Represent the inequality on a number line. Would be good to see more examples with the variable on the right side of the inequality symbol.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Could not find explicit instruction on order

			of operations in the listed examples from the publisher. Found in SE pg. 162.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	TE and SE provide examples: Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	Would be good to see more examples with the variables and inequalities on the right. Most, if not all, examples have the variable on the left.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Examples show manipulatives and real world examples
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Examples show manipulatives and real world examples
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	Not a lot of real world examples and visuals
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Useful visuals and examples

MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Demonstrates: Given a real-world context, determine a rate for a ratio of quantities with different units.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Could use more examples of 3-column tables
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Could use more examples of part/whole = %/100
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	3 - Fair Alignment	Do not see examples with tape diagrams and number lines
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Good definition of a statistical question. Examples could be more clear. "students" vs "you"
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Good use of visuals and real world examples
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Good use of visuals and real world examples
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Good use of visuals and real world examples

MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Good use of visuals and real world examples. Would be improved by students being asked to label their own graphs.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Good use of visuals and real world examples
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle

MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	3 - Fair Alignment	I see many examples using parallelograms, but few rectangles
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	3 - Fair Alignment	Benchmark does not specify fractional edge lengths
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Good use of nets and visuals
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage).
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Would benefit from more vertical number lines

MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Leveled practice includes remainders. Would benefit from less practice with remainders to focus on decimals.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Explanation of LCM could use alternate examples
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Could benefit from more student practice rewriting the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Evaluate positive rational numbers and integers with natural number exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Would benefit from more practice with natural number exponents
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Good visuals with counters
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Apply and extend previous understandings of operations with whole numbers to multiply and divide

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

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

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

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	embedded throughout
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	embedded throughout
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	embedded throughout
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	embedded throughout
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	embedded throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	embedded throughout
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	embedded throughout
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	embedded 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	The curriculum appears to have good/very good alignment with the state's benchmarks in most areas.
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	Appears to be written at the correct skill level. There are some review areas sprinkled throughout.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Curriculum allows for both paper and electronic use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Good use of visuals. TE has a "look back" and "look forward"
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Would be great if the projects were easier for students and teachers to access
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	Would be great if there were an area in the text that bridged the gaps from the change in standards. Complexity appears to match benchmark clarifications.
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	Additional examples are available online
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Only saw the DOE sources referenced/cited
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Only saw the DOE sources referenced/cited, but they are helpful

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 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	Saw a mix of names/cultures throughout
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	Good use of visuals and examples
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 appears a be factual and accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is 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
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 and relevant to students
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content is 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	Content includes STEM and ELA
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 religious references. Text doe snot include many pictures of people.
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 this criteria

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Yes, I would say this text does a good/very good job covering the benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The teacher will have to go to the envision website to download projects for students, which may be challenging, and students may need to go online for additional practice, but these are all built within the Savvas materials. Teachers should not have to go to 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	Concepts are aligned with connecting benchmarks.
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 consistent and logically organized
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Text includes a great use of color and visuals for students to help develop their understanding
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 TE also provides options for "early finishers" that are aligned to the benchmark
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	There are RTI and Enrichment suggestions throughout the TE
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The materials are presented in a visually-appealing, easy-to-

		follow format for both teachers and students

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Includes purposeful teacher questions and ELL supports
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The text is broken down into 8 main topics
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Materials include math background and challenging concepts for the teacher
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 materials allow students to review what they know and help to develop mathematical language
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	There are various projects for different learning styles as well as discussion questions built into the SE
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 student materials include "I can" statements, thinking and reasoning, looking for patterns, and prompts to promote student justification of answers
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 start with a review, introduction to the concept, checks for understanding, practice and problem solving, and assessment that match the learning targets

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Multiple learning strategies are embedded throughout
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Multiple teaching strategies are embedded throughout the TE
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are "try it!" questions embedded throughout the lessons, as well as review questions and assessment questions.
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 text asks students to check for the reasonableness of their answers. The student text would be improved by providing students with more work space.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The TE focuses on concepts, skills, and application of concepts, as well as topic readiness, as well as standards analysis, visuals, and student projects.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations are embedded throughout the text and included at the end with explanations
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 text aligns well with 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	Did not see any references to race or CRT

Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any references to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any references to 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	Did not see any reference to SEL

Reviewer's Name: Christopher DeLuca

Title: enVision Florida B.E.S.T. Mathematics Grade 6 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 389

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall, this is great material. It is simple by design, allowing teachers with varying degrees of experience the ability to seamlessly implement it in their classrooms.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Lessons highlighted here cover the entirety of the benchmark.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Lessons highlighted here cover the benchmark and provide ample opportunity for students to practice.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Lessons highlighted here cover the benchmark and provide ample practice opportunity for students to master the concept.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Lessons highlighted here cover the benchmark and provide ample opportunity for students to practice and master the properties of operations.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Lessons highlighted cover the benchmark and do a great job introducing the concept with manipulatives and various forms of representations to allow students to develop a concrete and pictorial

			understanding of the concept at hand.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Lessons align to benchmark. I like how the equations are written in a variety of ways as opposed to all being written from left to right.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Very good alignment. I love the various different representations used

			to calculate the rate including table of values, equivalent ratios/fractions, and double number lines.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	The entire benchmark is covered throughout these highlighted lessons. The majority of the tables are written horizontally and I would have liked to see more of a balance between tables written horizontally and tables written vertically, especially early on in the lesson since most students are more familiar with vertical tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	The lesson aligns to the benchmark. For an introduction to understanding percents, I think the Explain It scenario on page 481 could have been worded differently to encourage students to use percents or at least use fractions with a denominator of 100.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Benchmark is fully covered with ample practice opportunities for students.

MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	I like how students are asked to determine if a given question is a statistical question and if not, they have to revise the question so that it becomes one.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Highlighted lessons fully align to benchmark
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Although there is only one lesson for this benchmark other than the review, the entire benchmark is still covered thoroughly.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Highlighted lessons align to all components of the benchmark.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Ample opportunities provided for students to practice.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	I really like how the "Try It" on page 727 provides scaffolds for students to be able to complete the problem on their own or in their groups prior to starting the individual practice where those scaffolds are no longer proivded.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Aligns to benchmark.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Highlighted lessons cover benchmark
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	I like how this benchmark is connected with MA.6.GR.1.2 in the first lesson.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	I like how to lesson walks students through the process of deriving the area formula for a triangle. By allowing students to see it themselves with a variety of different triangles is so much more impactful then telling students the formula and having them practice.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	I really like the creativeness that went into the composite shapes. All too often we see students only getting exposure to the 'L-shape' composite figure.

MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	I really enjoyed the visual models that accompanied the highlighted lessons
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	The visual examples of these 3-d shapes drawn as their nets will really help students understand surface area. I also like the real-world context given because they allow students to see the practicality in learning this skill.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	The highlighted lesson has very good alignment and ample practice opportunities. The only reason I gave it a 4 instead of a 5 is because the benchmark calls for students to be able to define a rational number and the lessons highlighted do not ask this of the students.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	Lessons align to benchmark
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	This is a simple benchmark so I appreciate that there is not an excessive amount of practice for this skill.

MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Highlighted lessons align perfectly to the benchmark.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	The lessons align to the benchmark, however, the only method of multiplication and division presented is the standard algorithm. This benchmark calls for 'a' standard algoirthm so I would have liked to see a variety of methods presented.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Highlighted lessons align to benchmark and ample practice opportunity is provided for students to develop procedural fluency.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Lessons highlighted meet expectations of the benchmark. I also really like how the review is broken down by specific skill.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	The highlighted lessons align to benchmark and also connect to benchmark MA.6.NSO.3.2
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	The highlighted lessons align to benchmark and also connect to

			benchmark MA.6.NSO.3.1
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Some of the questions in the highlighted lessons are outside of the benchmark clarifications and include negative numbers as bases.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	1 - Very Poor/No Alignment	In my review I did not find any alignment to this specific benchmark.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Aligns to benchmark.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Various representations and methods combined with ample practice opportunities will surely help students succeed in mastering this benchmark.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Various representations and methods combined with ample practice opportunities will surely help students succeed in mastering this benchmark.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	The benchmark is covered thoroughly enough, however, the first lesson on pages 253-258 do not

			directly align to this benchmark.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	The highlighted lessons align to the benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	The highlighted lessons align to the benchmark.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	The highlighted lessons align to the benchmark and provide ample practice opportunities for students to master content.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Page 760 provides a nice brief explanation as to when one should use mean and range versus when one should use median and interquartile range.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	3 - Fair Alignment	The highlighted lessons align to the benchmark, however,

	make comparisons, interpret results and draw conclusions about the two populations.		all of the comparisons between data representations are the same. What I mean by this is that students are only asked to compare one histogram to another histogram, or one box plot to another box plot. I would have loved to see some questions that ask students to compare two data sets that were represented in different ways. For example, have students compare a histogram to a box plot.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	The lessons highlighted align entirely to the benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	There is only a small portion of this lesson that aligns to this benchmark, however, it appears to be sufficient enough due to the simplicity of the benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Aligns directly to benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	This lesson does a great job introducing the concept of theoretical probability and provides students

			with practice opportunity.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	The highlighted lessons here do a great job with having students compare experimental probability with theoretical probability.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Very limited practice with absolute value and whole number exponents.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Lessons align to benchmark and ample practice opportunities are provided.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Lessons align to benchmark and ample practice

			opportunities are provided.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Strong evidence of MTR.1.1 throughout material and also contains explicit instruction on MTR.1.1 on page F25 in the SE
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Strong evidence of MTR.2.1 throughout material and also contains explicit instruction on MTR.2.1 on page F26 in the SE
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	Strong evidence of MTR.3.1 throughout material and also

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		contains explicit instruction on MTR.3.1 on page F27 in the SE
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Strong evidence of MTR.4.1 throughout material and also contains explicit instruction on MTR.4.1 on page F28 in the SE
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	Strong evidence of MTR.5.1 throughout material and also contains explicit instruction on MTR.5.1 on page F29 in the SE

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Strong evidence of MTR.6.1 throughout material and also contains explicit instruction on MTR.6.1 on page F30 in the SE
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	The lessons, by design, naturally engage students in this ELA expectation, however, there is no direct connection ever made to ELA.K12.EE.1.1 nor is there explicit instruction for it.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	2 - Poor Alignment	All highlighted lessons here are essentially just word problems that may engage students in this ELA expectation, however, there is no direct connection ever made to ELA.K12.EE.2.1 nor is there explicit instruction for it.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	The lessons ask students to make predictions and inferences, however, there is never a connection made back to ELA.K12.EE.3.1 nor is there any explicit instruction for it.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	The lessons, by design, naturally engage students in this ELA expectation, however, there is no direct connection ever made to ELA.K12.EE.4.1 nor is there explicit instruction for it.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	This ELA expectation is evidence in that, by design, the material teaches students specific methods and formats to use to solve problems and then asks students to use said method to solve problems and produce quality work. No connection is ever made to this ELA expectation though nor is there any explicit instruction for it.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	The highlighted lessons ask students to communicate their findings, however, ELA expectation is never referenced nor do the lessons provide explicit instruction for this ELA expectation.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	The highlighted lessons ask students to communicate their findings, however, no explicit instruction is

			provided towards this 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.	5 - Very Good Alignment	With the exception of a few minor discrepancies, the content aligns very well to state 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	Content has very good alignment to the skill level of the benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials themselves are not necessarily adaptable, however, there is a plethora of instructional materials and practice opportunities which allow teachers the flexibility to pick and choose the most appropriate components.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Sufficient details are provided for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of complexity matches or exceeds 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 content is appropriate for accelerated 6th grade 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	Lessons are appropriate lengths of time. Teachers may have to shorten lessons depending upon allotted time to teach.

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 development is creditable.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The primary and secondary sources contribute to the quality of the content in the materials
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	In reviewing the material, I did not encounter 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	In reviewing the material, I did not encounter any bias, contradictions, and/or inflammatory 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	Content appears to be accurate and 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	In my review, I did not encounter any 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	Content includes up-to-date strategies and methods for computing math.
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 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	Content is relevant for middle school students in Florida.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The majority of real-world context and questions were relevant and relatable for the intended learners.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections could be made from the content to other disciplines such as science and history, however, there is some room for improvement in this area. Rather than simply putting a math question into the context of a science topic, I would have liked to see an additional sentence or two elaborating more on the other discipline.
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 did not encounter any unfair or biased portrayals in the content.
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 content I reviewed demonstrates 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	Yes, the content as very good alignment to the benchmarks and standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The resources are more than sufficient for students to achieve the desired 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	Everything appears to be in sync and 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	Lessons are consistent throughout and follow the same overall structure. They 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	The content in lessons is engaging for students and includes great visuals and pictures to help captivate students' attention.
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 in regards to amount of time/lessons spent on specific benchmarks. Teachers may have to modify content though in order to fit it all into an instructional window.
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	According to the responses on the UDL questionnaire and seeing specific examples throughout the material, I find very good alignment in regards to accessibility.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, very good alignment in regards to presentation.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The lessons are engaging and motivating for students with the Solve and Discuss It questions as well as the various other problem-solving questions included in each lesson.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The content in the instructional material aligns to the areas of emphasis outlined in the Florida's B.E.S.T. Standards book

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear 'I can' statements are written 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	The lessons provide examples at the start which students can reference and use to assist them with other problems. The teacher edition also provides scaffolds for teachers to use.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teacher edition provides examples of support to meet the diverse learning needs of the 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	Various examples of learning and hands-on activities are included in the teacher edition.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Very good alignment
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Various strategies are included in the teacher edition as well as in the student edition. Student are encouraged to collaborate and discuss mathematical concepts in every lesson.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Very good alignment
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Each lesson has an assessment practice component at the end.
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	Numerous formative assessments and quick checks throughout each lesson.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	According to the responses on the UDL questionnaire and seeing specific examples throughout the material, I find very good alignment in regards to Universal Design for Learning.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTRs are referenced throughout the material and evidence is apparent. The ELA expectations are not mentioned at all, however, many lessons naturally engage students in the practices of the ELA expectations. I would like to see the ELA expectations referenced throughout like the MTRs are.
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, very good alignment in regards to the learning requirements.

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

Reviewer's Name: Jennifer Dormichev

Title: enVision Florida B.E.S.T. Mathematics Grade 6 Accelerated

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Author: Berry, et al

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Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 389

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This is an excellent resource for teaching accelerated sixth grade math students. The pace is appropriate and will prepare them for the seventh grade accelerated class. I like the use of manipulatives and different ways of solving equations used in this text. I highly recommend this text for use in Florida.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	This standard is taught well
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	This standard is taught well
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	This standard is taught well
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	I like the incorporation of algebra tiles for this skill
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	I like the use of the scale for equivalency, I like the encouraging of discussions
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	I like the progression from solve to write and solve
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	I like the use of number lines and other visuals
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four	4 - Good Alignment	The text teaches this standard well

	operations, relating three numbers, with the unknown in any position.		
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	This standard is taught well
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Teaches this with real world examples with which students have familiarity
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	This standard is taught well
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	This complicated standard is broken down well
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	This complicated standard is broken down well
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	3 - Fair Alignment	This standard is taught but not with much rigor
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	I like that the range is kept separate from the measures of center and not just lumped in as if it is one
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the	5 - Very Good Alignment	This standard is taught well

	maximum. Use this summary of the data to describe the spread and distribution of the data.		
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Excellent teaching of skewed data and spread of data
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	This standard is taught very well
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	This standard is taught well
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	This standard is taught well
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	This standard is taught well
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	I saw evidence of this standard
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	This standard is taught well
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	This standard is taught

MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	I like the use of unit cubes to teach this standard
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	This standard is evident
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	I love the visuals on this standard
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	I saw evidence of this standard
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	This standard is taught well
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Interesting examples
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Nice real world connections
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	This standard is taught well
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	The use of real world problems is abundant

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	This standard is evident
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	This standard is covered briefly
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	This standard is taught
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	This standard is covered briefly
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	This standard is evident
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	I love the use of the red and yellow counters
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	I like the use of board games and loss of yards on a football field
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	This standard is taught well
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	I found evidence of this standard
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	This standard is taught well

MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	This standard is taught well
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	This standard is taught very well
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	This standard is taught well
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	I found evidence of this standard
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	This standard is taught well
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	This standard is taought
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	This standard is taught
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	There is evidence of this standard
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	This standard is taught well
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	This standard is taught well

MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	I love the use of pattern blocks
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	I like how it is broken down into steps
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	It's hard to show you are teaching for fluency but this standard is attempted
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	I saw evidence of this standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	I like that it tells the student to persevere
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	4 - Good Alignment	There were examples where students could answer multiple ways but I would have liked to see alternate ways to solve more often

	• Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	It is hard to show fluency is being taught, it must be assessed by the teacher
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	3 - Fair Alignment	These examples are asking the student to explain but the teacher must facilitate the discussion

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	There is a good amount of content that refers to finding a pattern or using a pattern
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	5 - Very Good Alignment	This standard is taught well

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	This standard is evident throughout the book
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There is a good attempt at this standard and sometimes the students are asked to look at a diagram or some other evidence to use to answer
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The text is written at the proper level
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	I saw evidence of this throughout
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The suggestion to discuss and debate are there but it is up to the teacher to facilitate

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The teacher will need to determine what quality work is.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Not something that can be taught in a book but facilitated by the teacher
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	The teacher's edition has strategies but the student edition is vague in reference 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	All standards are covered in this text
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the correct skill level for accelerated students
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Excellent source for classroom instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The materials help students to understand topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity level is appropriate
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 to the sixth grade accelerated students

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The difficulty of the material works well in the time period allotted
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 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	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	I saw 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	I saw no evidence of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content of the material is 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 found no evidence 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	The content is up-to-date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is presented well
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 appropriatly
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 real life connections that are 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	I saw 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	There was no unfair or biased portrayals of any group
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 was not evidence of ill treatment of any groups
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Content covers benchmarks and standards 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.	5 - Very Good Alignment	No additional materials are necessary to teach this course
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	all components 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	The material is organized 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.	5 - Very Good Alignment	There are great visuals and the text is engaging
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The content is presented in a way that the students can understand it 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).	5 - Very Good Alignment	There are assistive supports throughout the online 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).	5 - Very Good Alignment	The presentation of the text is well done

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Several sections tell the students to persevere
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	This text breaks down the content to make it easier to comprehend
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	There are clear 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	This is evident but also must be facilitated by the teacher
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	There were several types of math manipulatives used in the text
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	This text has engaging material but the teacher must facilitate
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	There are many terrific activities in the text
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	They use successful teaching strategies throughout

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The strategies are there but the teacher must use them
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessment strategies are aligned 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	Excellent assessment strategies are incorporated
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	There are various enhancements for different learning 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	ELA and MTR standards are covered
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 text satisfies the learning requirements

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

Reviewer's Name: Tyler Eastridge

Title: enVision Florida B.E.S.T. Mathematics Grade 6 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 389

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

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 6 Accelerated

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 389

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Savvas Response Savvas digital products meet Web Content Accessibility Guidelines/508 Standards. enVision Florida B.E.S.T. Mathematics ©2023 on SavvasRealize.com provides flexibility and options with presentation features for students using the instructional materials. - Fonts: -- eText layouts and page features allow students to easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%. -- Colors and background colors can be adjusted via device manufacturers' built-in settings or built-in browser settings (i.e., brightness of tablets, dimming of screens, color of fonts and backgrounds, etc - Background: High color contrast settings are available in Realize Reader. - Text-to-speech tools are supported using assistive technology that follows standards. Please see our response to Question 4 below for specific solutions and tools. - Images - Navigation elements and content images have alternative descriptions. - Video Closed Captioning – All student-facing videos have either text on screen or closed captioning. - Refreshable Braille Displays - The Student Editions, including image tags, are compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	The Settings menu is fairly easy to access and contains simple tools to change font and font size. The menu also includes an option to change the size of icons on the site. There is no option to change font color on the site, the publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.

Background: High contrast color settings are available.	5 - Very Good Alignment	The Settings menu is fairly easy to access and contains options for changing the contrast of the site. They offer 3 options (Black on White, White on Black, and Yellow on Black) on the site.
Text-to-speech tools.	2 - Poor Alignment	There seems to be no built in option on the site for Text to Speech. The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All images have alt tags.	3 - Fair Alignment	Alt text does not appear when the mouse is hovered over an image. Descriptive alt text is present when using screen reading software.
All videos are captioned.	3 - Fair Alignment	Publisher states videos have text on screen or closed captions available. I did not see a video in the sample site to confirm.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that the Student Editions will work with refreshable Braille displays. I do not have the software to confirm.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Savvas Response: Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using screen magnification software or built-in device and browser options. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	The publisher states this could be done through the device or browser. Depending on the district/school this may not be an option for some students.
All navigation elements and menu items have keyboard shortcuts.	4 - Good Alignment	Keyboard shortcuts are available and work. A list of commands is found in the settings menu, as is the option to turn shortcuts on/off. There is no option to change or customize the shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher states that navigational information can be sent to a refreshable braille device. I do not have the software to confirm.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Savvas Response: Within the Interactive Student Edition, users can highlight using yellow, rose, blue, and green. Once a section of text is highlighted, users are able to copy and paste it into another document or interface. This process can be repeated with additional sections of text. Additionally, students can add annotations to highlighted text as well as use the notebook feature to take notes.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are available in all four colors, and the option to highlight pops up automatically when text is highlighted with the mouse. This menu also includes options to circle or underline the text – and these are available in the four colors as well.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text and annotations are automatically copied and gathered in their own menu page. Here, the text can be searched and sorted. There is also an option to export all the highlighted texts to an RTF file that can be saved and moved.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Highlighted text can be annotated, and an icon indicates where on the page annotations are. There is also a Notebook option that allows students to take notes on a page without the highlighted text. Both of these options are searchable and fairly easy to access.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Savvas Response Savvas digital products are tested across many assistive technology software solutions: -- Magnification: ZoomText Magnification/Reader -- Text-to-Speech: NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome), JAWS Screen Reader (Windows/Firefox), VoiceOver (iOS/Safari browser), VoiceOver (OS/Safari browser) -- Text-to-American Sign Language: We have explored options for a Text-to-American Sign Language software but do not have a solution for our platform at this time. -- On-screen Keyboards: Supports on-screen keyboards via commonly used tablets and other touch enabled devices -- Switch Scanning Controls: Standard switch scanning control software can be used with SavvasRealize instructional content. -- Speech-to-Text: Dragon Naturally Speaking speech recognition software*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher listed several AT softwares that are compatible with their site. They do not have text-to-ASL options. I also tested the on-screen keyboard and speech to text tool built into Mac computers as well as Read and Write. All of these functioned with the site.

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 *Savvas Response We offer a print student edition textbook, which matches the content we provide in our digital platform, Savvas Realize. Assessments and worksheets found in Savvas digital products can be printed out for students and are also found in corresponding print ancillary materials. Additionally, Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. Savvas routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.*		
Review	Rating	Comments
	4 - Good Alignment	Publisher offers paper based books that match the online workbooks, and they state they have other accessible versions available.

Reviewer's Name: Tyler Eastridge

Title: enVision Florida B.E.S.T. Mathematics Grade 7

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 390

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Pg. 70 of the Student textbook (106 of the online pages) provides an example of fresh water in the U.S. compared to Africa. No source was provided to verify the accuracy of the statistics. May be worth a second look. Pg 163 of the student textbook talks about how servers making low wages and how people are expected to tip 18-20%, information is not CRT related, but is irrelevant to the questions. Pg 331 in the student textbook describes two types of athletes based on their native country.

Reviewer's Name: Rosetta Bailey

Title: enVision Florida B.E.S.T. Mathematics Grade 7

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 390

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 Additional Practice Workbook, Florida's B.E.S.T. Assessment Practice Workbook, and the Savvas Realize™ Learning Management System was available to see if these recourses are aligned. Many of the AR benchmarks are not aligned in this curriculum

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	1 - Very Poor/No Alignment	Check all the pages listed in the book and there were no lessons directly aligned to the standard. The teacher addition did not have the standard listed in the index. The standard is taught within another standard.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	1 - Very Poor/No Alignment	Check all the pages listed in the book and there were no lessons directly aligned to the standard. The teacher addition did not have the standard listed in the index. The standard is taught within another standard.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	1 - Very Poor/No Alignment	Check all the pages listed in the book and there were no lessons directly aligned to the standard. The teacher addition did not have the standard listed in the index. The standard is taught within another standard.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	There is evidence of alignment for this benchmark.

MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	1 - Very Poor/No Alignment	Check all the pages listed in the book and there were no lessons directly aligned to the standard. The teacher addition did not have the standard listed in the index. The standard is taught within another standard.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	1 - Very Poor/No Alignment	Check all the pages listed in the book and there were no lessons directly aligned to the standard. The teacher addition did not have the standard listed in the index. The standard is taught within another standard.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	The pages listed in the book are lessons aligned to the standard.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	3 - Fair Alignment	The pages listed in the book are lessons aligned to the standard. The lesson aligns through proportional relationship by examining a table and some written descriptions. There is no evidence of proportional relationship by examining graphs.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context	3 - Fair Alignment	The pages listed in the book are lessons

	given a table, graph or written description of a proportional relationship.		aligned to the standard. The lesson aligns through proportional relationship by examining a table and some written descriptions.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	There is evidence of standard
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	3 - Fair Alignment	There is evidence of standard but not very many opportunities to create a table.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	3 - Fair Alignment	There is evidence of standard but not very many opportunities to solve proportional relationships with real world problems.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Not very many practice problems with outlers
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	3 act task that discussed the standard
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	There is evidence of alignment for this benchmark.

MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	3 - Fair Alignment	Low level practice
MA.7.DP.2.1	Determine the sample space for a simple experiment.	3 - Fair Alignment	Taught with MA.7.DP.2.2 in pages suggested
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	3 - Fair Alignment	Taught with MA.7.DP.2.1 and MA.7.DP.2.3 in pages suggested
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	zero probability
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	The lesson allows for students to develop the area formula from the rectangles and triangles
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	Problem types did not include finding areas of fractional parts of a circle.

MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4 - Good Alignment	There is evidence of alignment for this benchmark.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	The standard calls for students to rewrite rational numbers as percent. I did not find evidence of converting fractions and decimals to percent.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	There are at least 3 lessons that relate to this standard. Only one of the lessons aligns to the standard but more of the lesson has students create an expression from a real world problem. The benchmark mention real world problems.

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	The lessons listed provides instruction for this standards in the pages provided. The standard is taught within other standard in the provided lessons.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	This standard is aligned and taught with NSO2.2
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Each lesson does provide an engaging problem that allows learners to make sense of the benchmark.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	4 - Good Alignment	For the necessary benchmarks, the curriculum provides the opportunity to represent problems with manipulatives and models. There is some evidence for representing the benchmarks multiple ways

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	The online proportions seems to allow students multiple opportunities for students to practice. However, there is not an opportunity to view this information.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	2 - Poor Alignment	Did not see specific evidence of the MTR

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	There is evidence of this MTR throughout the lesson.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Did not see specific evidence of the MTR

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	There was evidence of this standard throughout the lesson with the use models. However I did not see students use of models.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	There is some evidence of student showing or explaining their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	This benchmark is aligned through real world problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	This benchmark is aligned through models and manipulatives.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The investigation part of the curriculum allows students to engage in discussion about a situation.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	There is evidence of alignment for this benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	There is evidence of alignment for this benchmark.

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	There is evidence of alignment for this benchmark.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	There is evidence of alignment for this 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.	3 - Fair Alignment	There is some alignment missing for the AR benchmarks
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of some of the content is written to the level of the benchmark.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There are problems that address various needs of all learners
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 provides some details such as models/visuals for students understand topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	There is various levels of complexity evident in the curriculum
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	There is various levels of complexity evident in the curriculum
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	There are some additional practice to extend the lesson

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The secondary sources reflect expert information. The other sources I was not able to access
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	The secondary sources provided quality. The other sources I was not able to access
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - 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).	4 - Good Alignment	There is 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).	4 - Good Alignment	The appropriate models and concepts were used through the beginning of the lessons.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes noticed
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	There was evidence of best practices used with lessons.
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 presented in the context was relevant to the curriculum.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content presented in the context was relevant to the curriculum.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There is evidences of real world situations that may be 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	There is evidences of interdisciplinary connections that may be relevant to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Pictures and content portrayed various 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).	5 - Very Good Alignment	The material portrays people and animals with compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Most of the content of the benchmarks is covered in this material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	A teacher will need to prepare additional teaching material for the AR Standards.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	SOme of the AR benchmarks are not 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 material is organized and user friendly.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The material has great visuals and is organized for the reader

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The instruction within the material was paced out appropriately
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	2 - Poor Alignment	Most of this material is mentioned in the video is in the online recourse and there was no access to those materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Everything seem to satisfy the presentation requirements

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Some of the instruction has real world situations that may provide student motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	There was evidences.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The material is clear and easy to understand.
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 guiding questions for the teachers to provide students the support to become independent thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are different types of instructional task that provides opportunities for various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	There is some evidence of mental engagement.

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 beginning of the instruction provided goals and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The curriculum provides instruction that is effective in teaching the benchmark.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The curriculum provides instruction that is effective in teaching the benchmark.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	2 - Poor Alignment	Did not see evidence of 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.	3 - Fair Alignment	There were not many targeted assessments that were accessible
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The curriculum provided UDL for all students in the material that was provided
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 ELA expectations and the MTRs were evident throughout the curriculum.
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 submission satifies 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	Did not see evidence
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Did not see evidence

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Did not see 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?	4 - Good Alignment	Did not see evidence