

Reviewer's Name: Vanessa Champion

Title: enVision Florida B.E.S.T. Mathematics Grade 7

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Author: Berry, et al

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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?

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.

Mostly aligned to the B.E.S.T Standards for seventh grade. Pages seem to be very busy and leave little room for student thinking. Also, while the instructions can help students who are struggling with independent work, they also limited student thinking and exploration of the topic by providing too much support. On digital versions, the writing

was small and difficult to read on some pages and zoom did not work.

| 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 | Most use $ax + b$ or $b+ax$. |
| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 4 - Good Alignment | Students combine like terms, expand, and use the properties of operations to create and identify equivalent expressions. |
| 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 | Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used. |
| 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 | Presents one and two step equations with real-world context. Required forms of equations are used. |
| MA.7.AR.3.1 | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. | 4 - Good Alignment | Covers all percent examples defined in the clarifications. All presented in real world problems and |

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| | | | are relatable to the audience. |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 4 - Good Alignment | real world problems involving proportional relationships are used-time and money, speed, and recipes |
| MA.7.AR.3.3 | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. | 2 - Poor Alignment | Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications. |
| MA.7.AR.4.1 | Determine whether two quantities have a proportional relationship by examining a table, graph or written description. | 4 - Good Alignment | Problems include tables, graphs, and written descriptions. Constant of proportionality is the focus of instruction. |
| 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 | Real world examples are used throughout different representations of proportional relationships. |
| 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 | $y=px$ is used and tables, graphs and written descriptions are expected to be translated into an equation in this form. |
| 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 | Ample opportunities to explore and practice translating |

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| | | | proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill. |
| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 4 - Good Alignment | Real world problems are used to teach proportional relationships as well as converting units from customary to metric. |
| 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 | Multiple representations of measures to allow students to determine the best measure of center or variation. |
| 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 | histograms. line plots, box plots and stem and leaf plots are used. Students are asked to use the measures of center or variability to draw conclusions about populations. Measure of center are limited to mean and median. Measures of variability are limited to range and interquartile range. |
| MA.7.DP.1.3 | Given categorical data from a random sample, use proportional relationships to make predictions about a population. | 4 - Good Alignment | Students are presented with real world problems where making predictions about populations is |

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| | | | needed. High interest areas used (i.e. social media) |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 4 - Good Alignment | Real world problems. No more than 6 categories are presented. |
| MA.7.DP.1.5 | Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. | 4 - Good Alignment | All required representations of data are used in instruction. |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 4 - Good Alignment | Simple experiments include the use of fair die, coins, cards, marbles, and spinners |
| 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 | Students are expected to determine the likelihood of an event and represent probability as a fraction, decimal, or fraction and are to use $P(\text{events})$ notation. |
| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 4 - Good Alignment | $p(\text{event})$ notation used-fractions, decimals, and percents are used to represent the probability. Students also explore fairness. |
| 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 | students represent probability using a fraction, decimal, and percent and compare the results of experimental probabilities to |

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| | | | theoretical probabilities. Students explore fairness. Random variation is slightly addressed. |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 4 - Good Alignment | Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares. |
| 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 | Students are expected to find the area of composite figures; however, few real work problems are presented. |
| 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 | Students explore the proportional relationship between circumference and diameter in the explore it. The remaining instruction focuses on solving using the formula. Few problems focus on real world problems. |
| 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 | Students explore the connection between the area of rectangles and circles in the explore it activity. The remaining lessons focus on applying the formula to solve. Real world problems used. |

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| 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 includes understanding that scale factor is the Constant of proportionality. Students are expected to find scale factor. Real world problems are used. |
| 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 | Students are to find the area of right circular cylinders using nets and connect it to surface area. |
| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 4 - Good Alignment | Real world problems are used. |
| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 4 - Good Alignment | Formulas are provided. Problems with missing dimensions included. Real world problems included. |
| 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 | Provides lots of opportunities to apply the laws of exponents |
| MA.7.NSO.1.2 | Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems. | 4 - Good Alignment | Has lots of real world examples and applications of terminating and 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. | 3 - Fair Alignment | Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value |

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| MA.7.NSO.2.2 | <p>Add, subtract, multiply and divide rational numbers with procedural fluency.</p> | <p>4 - Good Alignment</p> | <p>provides several opportunities to practice the four operations with integers.</p> |
| MA.7.NSO.2.3 | <p>Solve real-world problems involving any of the four operations with rational numbers.</p> | <p>4 - Good Alignment</p> | <p>Provides several real world problems with the four operations with integers-most with one operations and a few with two</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Three Act Math in the beginning of the unit could be used to engage students. Subsequent lessons limit Student discussions by giving examples on the student page. Format does not allow for daily authentic engagement of this MTR.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. | <p>3 - Fair Alignment</p> | <p>The book represents the problems in multiple ways but is limited to the examples given by the book and not authentic exploration of strategies using prior knowledge and investigation.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Provides ample/excess problems for students to complete for the development of fluency. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | Mostly in the explore it at the beginning of the chapter and a few questions throughout require students to engage in this behavior. |

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| | <ul style="list-style-type: none"> Construct possible arguments based on evidence. | | |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Students are asked to identify the structure and patterns of problems in tables and charts and throughout concepts (i.e., proportional relationships) |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | A few questions from each chapter address assessing the reasonableness of solutions, but it is not a part of a daily routine or practice. |

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| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Real world problems are used throughout, but there are areas where they are lacking.</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>4 - Good Alignment</p> | <p>Students are expected to cite evidence in the Explore It activities and have a few questions in each chapter that requires students to justify using evidence.</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>The material is heavy in grade level written mathematical instructions.</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>4 - Good Alignment</p> | <p>Using patterns and structure to make inferences about concepts.</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>4 - Good Alignment</p> | <p>Explore It, and Three Act Math</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>3 - Fair Alignment</p> | <p>Students are to follow the Do you Understand routine and the Practice and</p> |

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| | | | Problem solving routine. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Few open end questions force students to engage in this. Mostly accomplished by STEM projects. |
| 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 communicate through speaking, writing and written examples |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | Students are engaged in discussions with groups of students a few times each chapter. |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | Aligns to standards and benchmarks of the grade level and follows clarifications mostly. |
| 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 | Follows the clarifications of each benchmark. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Provides several problems for each benchmark that teachers may use flexibly for student instruction. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Book includes lots of written directions/instruction for topics to supplement teacher instruction. |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Meets requirements described in clarifications. Pedagogically sound. |
| 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 | Appropriate to the grade level. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | 36 lessons-142 days of instruction (Max). Allows time for assessments and review and remediation. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | 7 authors-5 professors, 1 STEM, 1 Howard public schools, math reviews-college professors, and 5 Florida reviewers-teachers and district leads. Specific sources are unclear but provided; however, the digital books do not allow them to be zoomed in and the text is blurry. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Program identifies which components were developed by whom and why. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No errors noticed. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | None observed. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | Appropriate methods for solving were present. Few opportunities for concrete representations in circular cylinders. |
| 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 observed. |

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| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Updated to new content and include recent real world connections. |
| 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 connections are directly related to the content. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Heavy stem concentration. Focus on Florida relevent topics as well. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Mostly city topics. Would have liked to see more rural 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 | Heavy STEM connections. Reading/writing connections as 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 | All populations 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 | Few actual photos of people are included but picture them in positive ways. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Some standards are scarce on the real world problems and conversions do not exactly align but other benchmarks and content align. |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the | 5 - Very Good Alignment | Materials present more than enough problems and |

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| targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | | resources to teach concepts. No additional resources needed. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | All component are consistent throughout and 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 | Sequence of instruction was designed in a way that the major work of the grade level (proportional relationships) are taught all year and in all concepts. |
| 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 | Pages include ample instructions that are easy to read. Visuals correlate and aid in the understanding of the content. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | Gives a minimum and maximum instructional time frame of 126-142 days of instruction which allows for flexibility and review and remediation if 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). | 3 - Fair Alignment | Digital and paper versions are available. Digital tools are available to highlight and mark text. I was not able to zoom/enlarge digital resources. Pages are filled with content and provide small spaces for students to show thinking. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | Good alignment. Pages are a little busy and do not allow room for student thinking. Also, the inability to enlarge the digital resources along with the busy pages made it difficult to read content at times. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Three Act Math, Student discussion questions, suggested reflections, instructions, and visuals as well as the real world connections and STEM projects help maintain motivation. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Content chunked appropriately and sequenced strategically to communicate major concepts of the grade. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Learning Targets in the form of "I can..." statements to inform students of their learning. |
| 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 | Written directions, digital editing tools and QR codes support student thinking. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Written directions, verbal from teacher, QR codes for videos assistance |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | The written directions are great for students who are struggling, but disengage students in thinking critically about problem solving. |
| 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 | pedagogically appropriate presentation of skills across the school year. |
| 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 | Book used the targeted strategies for each benchmark. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | Materials include targeted strategies but do not allow time for students to |

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| | | constructed their own meaning or make connections between them. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Limited use of current item types. (Not sure if this will matter for future testing.) |
| 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 | Provides pre-assessments, review, remediation, and final assessments. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Most seem to be addressed except a functioning digital tool for zoom. |
| 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 | Provides a guide for the MTRs and the behaviors, but had difficulty determining how they were authentically infused in the instruction. |
| 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 | Scope and sequence and strategies are appropriate. |

| 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? | 5 - Very Good Alignment | None observed. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and | 5 - Very Good Alignment | None observed. |

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| unsolicited strategies outside the scope of subject-area standards? | | |
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Reviewer's Name: Joanna Pitts

Title: enVision Florida B.E.S.T. Mathematics Grade 7

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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?

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 - Concept and Skills review at the end of the topic (could be used as a study tool before topic assessment), procedural fluency at the start of each topic, every lesson has opportunities for oral and written explanations (I like the questions that students have to answer before the Practice and Problem Solving to explain what they have learned).

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| | <p>The barcodes within the lessons are great - especially if students (or parents) needed an explanation when at home. Weaknesses - I feel that there needs to be more examples that students work through with the teacher before have problems to do on their own. Lessons don't seem very engaging to keep the attention of middle school students, although there are many opportunities to complete activities or "change" up the lessons (such as with videos, activities, etc.). More independent practice and problem solving in the lessons would be helpful. There are available worksheets, although it looks like most of them only have up to 5 problems for students to practice. (Teachers may have to pull a few extra problems for students to work on).</p> |
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| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.7.AR.1.1 | Apply properties of operations to add and subtract linear expressions with rational coefficients. | 4 - Good Alignment | Benchmark is covered well throughout lessons, steps are shown clearly. |
| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 4 - Good Alignment | Benchmark clarifications are addressed |
| 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 | Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed. |
| 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 | Splitting writing and solving equations into two lessons is a good idea |

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| MA.7.AR.3.1 | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. | 4 - Good Alignment | Real world problems are given to practice percent (also relatable, such as percent of phone battery). |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 3 - Fair Alignment | Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve). |
| MA.7.AR.3.3 | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. | 4 - Good Alignment | Benchmark is covered well and is connected to previously learned skill. |
| MA.7.AR.4.1 | Determine whether two quantities have a proportional relationship by examining a table, graph or written description. | 4 - Good Alignment | All forms of proportional relationships are used (words, graph, table) and finding the rate or 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 | Proportions are represented in different ways; real world situations are given. |
| 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 | Students are given practice problems represented in various ways. |
| 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 | Benchmark is covered; it is dispersed throughout ratio and proportion lessons and connected to other |

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| | | | ratio and proportion benchmarks. |
| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 4 - Good Alignment | Majority of problems given in the lessons are real world context and topics students can relate to. |
| 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 | Benchmark clarifications are covered |
| 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 | Examples explain measures really well for students to understand how to interpret data |
| MA.7.DP.1.3 | Given categorical data from a random sample, use proportional relationships to make predictions about a population. | 4 - Good Alignment | Lesson covers steps well; gives students plenty of practice with real world problems |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 4 - Good Alignment | Benchmark is covered |
| MA.7.DP.1.5 | Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. | 4 - Good Alignment | Benchmark is covered. |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 4 - Good Alignment | Lesson uses various examples for finding sample space and outcome possibilities |
| 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 | Various examples are given; probability is presented as a fraction, decimal, and percent |

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| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 4 - Good Alignment | Lesson instruction follows benchmark clarifications |
| 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 does a good job of explaining how to compare experimental and theoretical probability. |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 3 - Fair Alignment | Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of the lesson. |
| 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 | I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable. |
| 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 | Students can derive formula from a hands on activity and apply the formula to problems. |
| MA.7.GR.1.4 | Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems. | 4 - Good Alignment | The lesson covers the benchmark, although I feel that the lesson has "too much" content and students could get |

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| | | | overwhelmed. Tying circumference with area should be in a separate lesson. |
| 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 | Benchmark clarifications are covered - skill is linked to constant of proportionality. |
| 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 | Benchmark is covered well (one suggestion - I would redo the diagram on #13 for lesson 8-6. The rectangular section needs to be wider). |
| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 3 - Fair Alignment | The examples given use real world problems; more practice problems involving real world scenarios should be added. |
| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 4 - Good Alignment | Benchmark is covered; students are given mathematical and real world problems to solve. |
| 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 | Instruction focuses on building the laws; I feel that the laws should be spread out more. One law per lesson, using each law to connect to the next one. |
| MA.7.NSO.1.2 | Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and | 4 - Good Alignment | Steps of converting between forms of |

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| | percentages to solve mathematical and real-world problems. | | rational numbers are explained 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. | 3 - Fair Alignment | Lesson instruction and practice is covered well, although the skill needs to be extended a little further. |
| MA.7.NSO.2.2 | Add, subtract, multiply and divide rational numbers with procedural fluency. | 4 - Good Alignment | Multiple types of problems involving all four operations are given. |
| MA.7.NSO.2.3 | Solve real-world problems involving any of the four operations with rational numbers. | 3 - Fair Alignment | More real world and relatable word problems need to be used to cover this benchmark to the fullest extent. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Every lesson provides an opportunity for students to give an explanation of what they are learning; the activities allow them to become engaged with the topic. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 4 - Good Alignment | Lessons open with various activities that students can connect to the topic skill. |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Students are provided with fluency checks and practice throughout the lessons.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>5 - Very Good Alignment</p> | <p>Every lesson has a "Thinking and Reasoning" question that allows students to communicate with others about their thinking; students are</p> |

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| | <ul style="list-style-type: none"> • 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. | | <p>also encouraged to explain their understanding with the "Do You know" section in the lessons.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Plenty of opportunities are given for students to break apart a problem.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>4 - Good Alignment</p> | <p>There are a lot of questions asking to check for reasonableness in every lesson.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Majority of word problems presented should be relatable for students. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Every lesson has questions that require students to explain or justify an answer. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Text is on grade level |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | There are questions throughout the lessons that allow students to make inferences about the skill before they learn through examples. |

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| 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 | Students are encouraged to explain their reasoning either in written form or by discussing with a partner. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 3 - Fair Alignment | Students are given examples to follow in order to work out problems appropriately; more guided examples could be beneficial. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | With questions encouraging students to justify answers, they are able to practice speaking and writing skills. |
| 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 students are given opportunities to express ideas through visuals and illustrations within the material. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | Opportunities to communicate learning are given throughout the lessons |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | Lessons mostly align well with intended benchmarks. |

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| 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 content is on the appropriate level for the intended audience. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 3 - Fair Alignment | Material can be easily used in the classroom, although some of the lesson may be overwhelming, but teachers can adjust the lessons easily as needed. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | I feel that the information and examples given provide enough support for students. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Complexity and difficulty are appropriate for grade 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 | Complexity and difficulty are 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. | 3 - Fair Alignment | Most of the lessons are spaced out enough to teach in a timely manner. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Extra resources provided match with the primary material. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Extra resources provide extra practice that support the primary material. |
| 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 within 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). | 4 - Good Alignment | No bias or contradictions found in material. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include | 4 - Good Alignment | Content presented is accurate for what is being taught. |

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| prevailing theories, concepts, standards, and models used with the subject area). | | |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | No mistakes were found. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Content matches current benchmarks and teaching practices. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Content is appropriate for 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 is presentable and appropriate for intended grade level. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | There are a good amount of relatable situations presented in the content that students can understand. |
| 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 lot of problems that are related to science that can help students make connections to other skills in different subjects. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | No biased or unfair information 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 inappropriate material found in the text. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Benchmarks are covered appropriately and completely. |

| Presentation | Reviewer Rating | Rating Justification |
|--|---------------------------|--|
| <p>1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.</p> | <p>3 - Fair Alignment</p> | <p>There is a good amount of material for teachers to use, although I feel that there is a need for more extra practice for students outside of what is in the textbooks.</p> |
| <p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p> | <p>4 - Good Alignment</p> | <p>Leveled worksheets and activities align with the main teaching tool.</p> |
| <p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p> | <p>4 - Good Alignment</p> | <p>Material seems to connect with from lesson to lesson; content is organized in a way that makes sense.</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>3 - Fair Alignment</p> | <p>Some of the problems and activities presented are engaging, but I feel that the introduction to the lesson could be more visually engaging for students in order to help them stay focused on the material.</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>3 - Fair Alignment</p> | <p>There are some lessons that I saw that may be overwhelming to students (such as laws of exponents) because of the amount of information presented at one time.</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>4 - Good Alignment</p> | <p>I like how each lesson has barcodes for students to scan (either by computer or phone) so that they can see the examples being worked out or get extra support.</p> |

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| 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 | Material is presented well, although I think that the information could be organized in a way that is not overwhelming to students. |
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| Learning | Reviewer Rating | Rating Justification |
|---|--------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Illustrations and relatable problems given can motivate students, although some of the lessons have an overwhelming amount of information in one area. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Lessons teach key ideas one at a time. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Lessons contains "I Can" statements so students can make goals for learning |
| 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 | Questions presented in lessons encourage learners to have discussions and explain their thinking process |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Leveled suggestions are given in the teacher edition to support various learners |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | The visuals in the lessons can catch the attention of the learners, but I'm not sure how well they can maintain engagement (some of the material is visually overwhelming). |
| 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 | Videos that are embedded in the lessons and activities that |

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| | | are given between lessons help support the skills |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Strategies used are appropriate for intended benchmark |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Benchmarks are taught thoroughly |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | The given test practice in each lesson is accurate for the strategies used in assessments |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | The problems and assessments given in the lesson assess the learning objectives effectively |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | Differentiated leveled instruction is provided, teacher edition lists suggestions for all learners. More support for advanced learners and ELL students are needed. |
| 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 lessons do a really good job of encouraging learners to justify their answers and encourages discussion and participation 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.) | 4 - Good Alignment | The lessons are thorough and encourage learners to take part in what in they are learning by asking them to discuss and justify answers. |

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

UDL Reviewer's Name: Jason Rhodes

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: [1205040 - Grade Seven Mathematics](#)

Bid ID: 390

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 |
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| 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. |

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| 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: | | |
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| Bid Response | | |
| <i>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.</i> | | |
| 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 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 7](#)

Bid ID: 391

| 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 210 of student textbook provided the same problem as a previous textbook. Talks about water consumption between two different countries, but does not provide a source to verify accuracy of the statistics. |

Reviewer's Name: Tyler Eastridge

Title: enVision Florida B.E.S.T. Mathematics Grade 7 Accelerated

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

Author: Berry, et al

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Reviewer's Name: Amanda Melvin

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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.

The following components seem to be beneficial for each lesson: 1. The MTR's are evident for each lesson with activities of their own. 2. Essential Question gets student's thinking about what is coming up. 3. Topic overview and vocabulary in the beginning sets the tone for the rest of the lesson. 4. "Do you know?" provides the attention to the

student as a focus for the lesson. 5. Language development graphic organizer helps bring in other disciplines into math. 6. "Pick a Project" allows student to develop ownership of their learning. 7. "Solve it and Discuss it" allows for students to continue to develop their own learning through peer discussions. 8. The examples are colorful and provide topics of interest to keep students engaged in learning. 9. "Do you understand?" and "Do you know?" help teacher know what needs to be retaught or refreshed. 10. Additional practice gives the students plenty of time to master their learning development of the concept. 11. Providing a mini assessment practice gives another opportunity for the teacher to see what information needs to be readdressed. 12. Analyzing and mid point checks and performance helps develop learning to a deeper understanding. 13. "Concepts and Skills Review" lets both students and teachers know if students are ready for the final assessment. 14. "Procedural Fluency Activity" seems to be a fun way to sum the whole unit up and encourage life long learning.

| 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 | one variable two-step equations |
| MA.7.AR.3.3 | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. | 5 - Very Good Alignment | metric conversions |
| 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 | proportional relationships using tables, graphs, and written responses |

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| MA.7.AR.4.2 | Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship. | 5 - Very Good Alignment | constant of proportionality |
| 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 | proportional relationships |
| 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 | translate proportional relationships |
| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 5 - Very Good Alignment | solving proportional relationships |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 5 - Very Good Alignment | using proportional relationships to interpret circle graphs |
| 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 | creating graphs |
| 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 | applying formulas to solve mathematical problems involving 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 | finding area |
| 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 | finding areas of geometric figures using scales 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. | 5 - Very Good Alignment | surface area |

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| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 5 - Very Good Alignment | SA cylinders |
| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 5 - Very Good Alignment | 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 | law of exponents |
| MA.7.NSO.1.2 | Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems. | 5 - Very Good Alignment | rewrite rational numbers |
| 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 | law of exponents |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 5 - Very Good Alignment | properties of operations |
| MA.8.AR.1.3 | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions. | 5 - Very Good Alignment | rewrite sum of two algebraic expressions |
| 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 | multistep linear equations |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 5 - Very Good Alignment | two step linear equations |

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| 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 solutions with given situations |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | linear and proportional relationships |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 5 - Very Good Alignment | slope |
| 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 | slope intercept form |
| MA.8.AR.3.4 | Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form. | 5 - Very Good Alignment | graph two variable linear equation |
| 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 | interpret slope and y-intercept |
| 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 | ordered pairs and system of 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. | 5 - Very Good Alignment | graph two linear equations on same coordinate plane |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 5 - Very Good Alignment | solve linear equations by graphing |

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| 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 | bivariate numerical data on a graph |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 5 - Very Good Alignment | scatter plots |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | line of fit on scatter plot |
| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 5 - Very Good Alignment | sample space in repeated experiment |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 5 - Very Good Alignment | theoretical probability |
| MA.8.DP.2.3 | Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability. | 5 - Very Good Alignment | probabililty - making predictions |
| MA.8.F.1.1 | Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. | 5 - Very Good Alignment | determine if a set of ordered pairs are a function |
| MA.8.F.1.2 | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. | 5 - Very Good Alignment | determine if a linear equation is a 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 | determine if a function is increasing or decreasing |

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| 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 |
| 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 | Pythagorean Theorem and the distance between two points in a coordinate plane |
| MA.8.GR.1.3 | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | Triangle Inequality Theorem |
| MA.8.GR.1.4 | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. | 5 - Very Good Alignment | complimentary, vertical, and adjacent angles |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 5 - Very Good Alignment | interior and exterior angles |
| 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 | interior angles of regular polygon |
| 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 | single transformations |
| 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 | dilation and scale factor |
| 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 | transformation and two dimensional figures |

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| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 5 - Very Good Alignment | proportional relationships of triangles |
| MA.8.NSO.1.1 | Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. | 5 - Very Good Alignment | rational numbers |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 5 - Very Good Alignment | order and compare rational and irrational numbers |
| MA.8.NSO.1.3 | Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. | 5 - Very Good Alignment | integer exponents and rational numbers base |
| 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 | scientific notation |
| MA.8.NSO.1.5 | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. | 5 - Very Good Alignment | add, subtract, multiply, and divide in scientific notation |
| MA.8.NSO.1.6 | Solve real-world problems involving operations with numbers expressed in scientific notation. | 5 - Very Good Alignment | real world operation in scientific notation |
| MA.8.NSO.1.7 | Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. | 4 - Good Alignment | order of operations with rational numbers, radicals, and exponents |
| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others: | 5 - Very Good Alignment | topic activity promotes social |

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| | <ul style="list-style-type: none"> 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. | | interactions in an academic setting |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 make connections to the topic throughout the lesson |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. | 5 - Very Good Alignment | choose effective methods of problem solving |

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| | <ul style="list-style-type: none"> • 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 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 opening or discovery part of the lesson lets students explore the concepts of the lessons together |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | students learn to use patterns to develop ways to solve problems |

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| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | student learn ways to check answers for reasonableness |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | students activate prior knowledge to work out new material |

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| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | students provide evidence |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | read grade level context |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | make inference |
| 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 during discussions |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | quality work |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | appropriate tone in writing and speaking |
| 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 Communication |

| 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 | standard and benchmark alignments |
| 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 written in correct level |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | usefulness of materials for 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 | details provided for significance of topics |
| 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 of content 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 of content and 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 | time period for teaching matches the 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 | 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 | resources contribute to content |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | content is accurate |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | content is objective |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | content is relative |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | content is factual |

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| 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 presented appropriately |
| 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 specific learner |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | life connections to the content |
| 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 present in content |
| 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 | unbiased material is 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 | compassion towards humanity is evident |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | content for benchmarks and standards are covered |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | teacher should not have to use outside resources unless he/she wants to |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | major tool is aligned |

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| 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 throughout the text |
| 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 | Written and visual content is inviting 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 amount of time allotted for each lesson 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 | accessibility and navigation is appropriate |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | presentation is satisfied |

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

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | differentiation and enrichment is available for a variety of 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 | the material encourage 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. | 5 - Very Good Alignment | the activities enrich 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. | 5 - Very Good Alignment | instructional strategies support successful teaching and learning outcomes |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | instructional strategies are effective in reaching suggested outcomes |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | material correlate with assessments effectively |
| 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 | materials assess the learner's knowledge on certain concepts |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | students of all needs are met with each lesson |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | MTR's are very effective |
| 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 overall 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 evidence of racial negativity |
| 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 cultural discrimination |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | social justice is 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 | SEL is not encourage |

Reviewer's Name: Dina Neyman

Title: enVision Florida B.E.S.T. Mathematics Grade 7 Accelerated

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Grade Level: 6-8

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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.

The Savvas materials are excellent. The program offers easy differentiation, an exceptional assessment platform, and highly engaging student lessons. The teacher support materials are constructed so that new teachers could execute the program with ease. The program can be done digitally or paper-based as there are enough

resources regardless of technology infrastructure within a school or district. The English Learner supports are exceptional. There a different entry points within the lesson to help EL students think critically about the mathematics. Language/vocabulary support is very well done, too.

| 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 | Excellent alignment with the instructional models from the B1G-M. |
| MA.7.AR.3.3 | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. | 5 - Very Good Alignment | Really good discourse supports embedded in the TE. |
| 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 | Good variety of examples matching B1G-M Instructional Strategies |
| 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 | Good variety of examples matching B1G-M Instructional Strategies Good variety of examples matching B1G-M Instructional Strategies |
| 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 | Good variety of examples matching B1G-M Instructional Strategies |
| 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 variety of examples matching B1G-M Instructional Strategies |

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| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 5 - Very Good Alignment | While it's not explicitly addressed in the table of contents, the standard is well embedded throughout the lessons on proportional reasoning. |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 5 - Very Good Alignment | Excellent scaffolds to support EL students. DP skills are often embedded in text, and this curricula does a great job in supporting language acquisition. |
| 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 | Excellent scaffolds to support EL students. DP skills are often embedded in text, and this curricula does a great job in supporting language acquisition. |
| 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 | Lots of varied examples of circles to make learning relevant. |
| 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 | Excellent Explore problem to build conceptual understanding. |
| 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 | Visual learning animations are great! |

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| 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 | I really like how the EL Support is focused on engaging students in higher order thinking and not watering down the rigor. |
| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 5 - Very Good Alignment | Good problem set of real world applications. |
| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 5 - Very Good Alignment | Really good intervention options! |
| 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 integration of error analysis into the lessons. |
| 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 | The word problems are relevant - FL students will understand them and have prior knowledge to anchor their learning. |
| 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 alignment with B1G-M strategies. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 5 - Very Good Alignment | Examples provide good scaffolding and structure. |
| 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 | Good alignment with B1G-M strategies. |
| MA.8.AR.2.1 | Solve multi-step linear equations in one variable, with rational number coefficients. | 5 - Very Good Alignment | Great variety of visual models. |

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| | Include equations with variables on both sides. | | |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 5 - Very Good Alignment | Good alignment with B1G-M strategies. |
| MA.8.AR.2.3 | Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions. | 5 - Very Good Alignment | Good alignment with B1G-M strategies. |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | Lots of different options for support if students struggle. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 5 - Very Good Alignment | Good variety of problem types. |
| 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 | Good variety of problem types. |
| 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 | Really good entry problem and scaffolding throughout this standard (and this strand in general). |
| 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 | Lots of different options for support if students struggle. |
| 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 | Good enrichment/challenge resources. |
| MA.8.AR.4.2 | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there | 5 - Very Good Alignment | Good visuals. |

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| | is one solution, no solution or infinitely many solutions. | | |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 5 - Very Good Alignment | Interactive digital resources will be very helpful for students. |
| 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 | Excellent scaffolds to support EL students. DP skills are often embedded in text, and this curricula does a great job in supporting language acquisition. |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 5 - Very Good Alignment | Good investigations in this unit! |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | I really like the Anticipate and Monitor supports. |
| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 5 - Very Good Alignment | Lots of different real life situations. |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 5 - Very Good Alignment | Excellent scaffolds to support EL students. DP skills are often embedded in text, and this curricula does a great job in supporting language acquisition. |
| 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 | Excellent scaffolds to support EL students. DP skills are often embedded in text, and this curricula does a great job in supporting language acquisition. |

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| 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 variety of displays to meet the expectation of the standard, just a little graph-heavy (which is okay). |
| 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 | I like the 'Convince Me' support to help students create an argument and justify their thinking. |
| 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 | The 3 Act Modeling is a great lesson. I really like the Science integration. |
| 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 job building understanding and not just procedural knowledge. |
| 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 | Good variety of problem types. |
| MA.8.GR.1.3 | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | Excellent job building understanding and not just procedural knowledge. |
| MA.8.GR.1.4 | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. | 5 - Very Good Alignment | Good scaffolded examples to build toward understanding. |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 5 - Very Good Alignment | Excellent job building understanding and not just procedural knowledge. |

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| 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 program does a great job of developing formulas rather than just telling them. |
| 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 | Good visual representations. |
| 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 visual representations. |
| 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 | Good visual representations. |
| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 5 - Very Good Alignment | Good problem sets and real-world applications. |
| 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 | I appreciate the supports showing where students have been, where they are going, and how the current lessons fit into the progression of understanding. |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 5 - Very Good Alignment | Challenging, but really good lessons! |
| 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 | The different entry points for EL learners is very helpful. |

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| MA.8.NSO.1.4 | <p>Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.</p> | <p>5 - Very Good Alignment</p> | <p>Good Science integrations!</p> |
| MA.8.NSO.1.5 | <p>Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.</p> | <p>5 - Very Good Alignment</p> | <p>Excellent examples of where students will see very large numbers and very small numbers.</p> |
| MA.8.NSO.1.6 | <p>Solve real-world problems involving operations with numbers expressed in scientific notation.</p> | <p>5 - Very Good Alignment</p> | <p>Additional examples are helpful to have on hand.</p> |
| MA.8.NSO.1.7 | <p>Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.</p> | <p>5 - Very Good Alignment</p> | <p>Good problem set with lots of variety.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>Many opportunities to engage throughout all components of the lessons.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 opportunities to engage throughout all components of the lessons. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Well aligned |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Well aligned |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very 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 |

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| 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. | 5 - Very 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 |

| 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 | Provides scaffolding for all levels of skills |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | 3 Act Tasks and Problem Based Learning are very engaging |
| 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 | Does an excellent job of building depth of knowledge |
| 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. | 4 - Good Alignment | There are a lot of resources - may be difficult to fully cover it all |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Well aligned |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | Well 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 | Very good lesson structure to build student understanding |
| 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 | Relevance is very important and 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 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 | 5 - Very Good Alignment | Well aligned |

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| various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | | |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | The only concern is selecting which materials because there are many different options. |
| 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 |

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| 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 |
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| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Very engaging problems! |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Designed for depth |
| 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 | Really good options for differentiation |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | 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 |

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

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | Well aligned |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 3 - Fair Alignment | Materials do discuss CRT, but it's done in a way that addresses the learning community so it's appropriate. |
| 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 |

UDL Reviewer's Name: Jason Rhodes

Title: enVision Florida B.E.S.T. Mathematics Grade 7 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: [1205050 - M/J Grade 7 Accelerated Mathematics](#)

Bid ID: 391

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 |
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| 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. |

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| 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: | | |
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| Bid Response | | |
| <i>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.</i> | | |
| 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 |
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| 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 |
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| 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 |
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| | 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: Elizabeth Abel

Title: enVision Florida B.E.S.T. Mathematics Grade 8 Pre-Algebra

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 Eight Mathematics: Pre-Algebra](#)

Bid ID: 392

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This material completely satisfies the state's requirements for consideration for adoption. The material provides a comprehensive Pre-Algebra course, flush with rich opportunities for discourse, real-world problems that will surely be of high interest to students, and a myriad of opportunities for problem solving. Students are presented with

flexible means of accessing the material and they are given multiple ways of demonstrating their understanding of the mathematics. There are open-ended tasks, such as 3 Act Tasks, that will engage students and draw them into the mathematics as well as interdisciplinary projects related to STEM embedded throughout the series. There are exploration activities that will infuse some excitement into the learning, thus elevating students desire to engage with the mathematics. The material has strong vocabulary supports and other flexible accessibility features that satisfy UDL as well as meet the needs of learners of all types. Differentiation is infused throughout each lesson, allowing teachers to manipulate the lessons to meet the needs of the learners in each individual class. Problems are presented in multiple ways and students are encouraged to solve problems in a myriad of ways, thus increasing their ability to think flexibly about the math. Finally, there MTRS are woven through the series expertly and deliberately, so that they couple with the benchmarks and standards as an enhancement, not something that feels like it was just dropped in as an afterthought. The only minor weakness that could be noted about the series is that there could be more collaborative learning opportunities in the regular lessons. Students are not asked to partner up or work in small groups on many of the tasks in the individual lessons, but more so on the bigger projects throughout the series. This would be one area to expand upon in the future.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Students are provided multiple examples of how to solve problems with exponents and are given a plethora of problems on each of |

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| | | | the different laws of exponents to practice on their own. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 5 - Very Good Alignment | Students explore multiplying two linear expressions through a variety of real-life problems, such as one about the design of a doghouse with a porch. Multiple types of linear expressions are practiced, including ones that can be solved with the distributive property and more complex ones involving multiple steps and properties. |
| 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 | Students practice writing equivalent algebraic expressions involving monomial factors in a variety of real-world word problems as well as with general practice problems. This lesson includes the use of algebra tiles as a manipulative and provides sufficient models to aid in student understanding. There are many different problem types to solve and students are asked to assess reasonability for some of them, which will aid in their ability to analyze their work. |

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| MA.8.AR.2.1 | <p>Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.</p> | <p>5 - Very Good Alignment</p> | <p>Using one variable, students practice solving multi-step linear equations throughout multiple lessons. Included in these lessons are different types of problems involving like terms including ones with addition, subtraction, and negative coefficients. These skills are embedded in real-life word problems involving scenarios they can relate to, such as ones involving recipes, balance scales and money.</p> |
| MA.8.AR.2.2 | <p>Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.</p> | <p>5 - Very Good Alignment</p> | <p>Students practice solving two-step linear inequalities in one variable involving lots of scenarios with money and shopping. The inequalities are solved both algebraically and graphically throughout these problems, which a good mix of both problem types represented.</p> |
| MA.8.AR.2.3 | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>There are a variety of problems involving squares and cubes presented to students, giving them substantial practice with these problem types. Problems are</p> |

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| | | | presented in both models and word and represent real-world problems students may encounter. There is also a 3 Act Math task developed around this standard for students to explore the mathematics further. |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | This series has many lessons that help students practice determining if a linear relationship is also a proportional relationship through the use of tables, graphs, and written descriptions. Many of the problems involve slope, such as a problem that has the students determining the slope of the roof of a proposed tree house. The majority of the problems are accompanied by graphs to help the students understand the information visually. There are also many real world problems involving money that help make the informational relatable to students. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 5 - Very Good Alignment | Students continue to explore slope and how it can be solved with charts, graphs |

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| | | | <p>and written descriptions. One of the lessons has an interesting exploration activity related to the slope of various roofs and how they relate to the original roofs designed by our ancestors. This is a powerful real-world connection for students. There are many problems with accompanying graphs and students are given ample practice opportunities on this concept across multiple lessons.</p> |
| <p>MA.8.AR.3.3</p> | <p>Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.</p> | <p>5 - Very Good Alignment</p> | <p>Expanding on their knowledge of slope, students practice writing equations in slope-intercept form using a variety of graphs, tables and written descriptions. This lesson is accompanied by some high interest, high rigor real-world problems that will help students understand this complex math concept. There are many problems to practice with and the information is presented in a plethora of formats.</p> |

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| <p>MA.8.AR.3.4</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Students practice graphing two-variable linear equations with information presented in a variety of formats. Through high interest problems, students practice using tables, graphs, and written descriptions to graph their solutions, often discussing and analyzing their work along the way. There are ample discussions on error analysis in the section and differentiated instruction for students that need more or less interventions on this concept.</p> |
| <p>MA.8.AR.3.5</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Through a myriad of practice problems and real-world scenarios, students practice determining and interpreting slope and y-intercept via information derived from graphs, tables and written descriptions. Students are asked to create their own real-world scenarios that connect to a specific graph and have a myriad of opportunities to interpret tables and pictures related to a variety of concepts,</p> |

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| | | | <p>such a the growth of sunflowers or the temperature range depicted on a thermometer. There are also connections made to scatter plots, including a 3 Act Task on scatter plots that connects to this concept.</p> |
| <p>MA.8.AR.4.1</p> | <p>Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.</p> | <p>5 - Very Good Alignment</p> | <p>Finding a set number of solutions to a system of equations is explored in a variety of lessons that require students to interpret graphs or check solution sets to see if they are plausible. Students are given error analysis type problems to enhance this lesson, as well as procedural fluency problems to help them read and interpret graphs more accurately.</p> |
| <p>MA.8.AR.4.2</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Students assess whether a graph represent one solution, no solutions or an infinite amount of solutions. There is explicit modeling represented on graphs for this concept, and students are given many problems to practice the skill with after the modeled problems.</p> |

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| | | | There are some real-world connections embedded in the graphs, to help make the material more relatable to students. |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 5 - Very Good Alignment | Graphing solution sets to systems of two linear equations in the focus of this next benchmark. Students practice this concept through analyzing student work as well as reviewing a variety of graph types to solve for the solution. Procedural fluency is once again a focus of this lesson, and students explore some misconceptions to help them avoid interpreting graphs incorrectly. |
| 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 | Constructing line plots and scatter plots is explored through a variety of real-world problems based on data presented to students. Great real-world problems are presented that focus on student friendly concepts, such as social media posts and how the amount a student sleeps relates to their athletic performance. Students receive ample practice in constructing both |

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| | | | types of graphs throughout these lessons. |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 5 - Very Good Alignment | Students explore real-world problems on gas prices over a twelve-month period, the sales of ice cream in relation to the temperature outside and a variety of other real-world tasks to determine the patterns of association, both positive and negative, between the different data sets. |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | Fitting a straight line along a scatter plot with a linear association is the focus in multiple lessons. Students explore this concept through problems related to exercise and calories burned, the speed of an Olympic skater and how that relates to their placement at the Olympics, and the sales of a type of food on a food truck. These relatable questions will help students ascertain where the straight line might fit onto the scatter plot, helping them build context for the concept. |

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| <p>MA.8.DP.2.1</p> | <p>Determine the sample space for a repeated experiment.</p> | <p>5 - Very Good Alignment</p> | <p>Repeated experiments on dice rolls, card flips, and penny tossing help students determine the sample space. Students practice this concept through a variety of familiar scenarios, thus making it easy to visualize the possible sample space.</p> |
| <p>MA.8.DP.2.2</p> | <p>Find the theoretical probability of an event related to a repeated experiment.</p> | <p>5 - Very Good Alignment</p> | <p>Determining theoretical probability is explored through a variety of common games, such as spinning a spinner, removing a marble from a bag repeatedly or spinning a wheel and landing on a specific space. Students have sufficient practice on calculating theoretical probabilities through these and other problems with common repeated experiment designs.</p> |
| <p>MA.8.DP.2.3</p> | <p>Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.</p> | <p>5 - Very Good Alignment</p> | <p>Through a variety of probability type simple and repeated experiments, students explore a plethora of real-world scenarios and determine probability as well as make prediction based on theoretical probability. Students</p> |

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| | | | <p>need to predict what the result may be in a given scenario or if they are more or less likely to garner a specific outcome based on the theoretical probability of the results.</p> |
| <p>MA.8.F.1.1</p> | <p>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.</p> | <p>4 - Good Alignment</p> | <p>Students ascertain whether a relationship is a function as well as domain and range based on tables, graphs, mapping diagrams or a set of ordered pairs; they practice doing so via real-world problems such as the relationship between the weights of boxes and their shipping costs or the height of students that are being tutored, etc. These relatable scenarios will give students context and help them organize their data appropriately using tables and graphs in the future. While there is ample practice on determining if something is a function, there could be more practice included on determining the domain and range of the relation.</p> |

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| <p>MA.8.F.1.2</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Students ascertain whether a function is a linear function or not, using graphs, equations and input-output tables. There is sufficient practice with all three types of problems covered in this standard.</p> |
| <p>MA.8.F.1.3</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Analyzing the behavior of a function in a real-world scenario between two quantities is explored in a variety of problems across multiple lessons. Students explore increasing, decreasing and constant intervals within a graph, as well as sketch graphs based on verbal descriptions of linear and nonlinear functions. There are lots of practice opportunities embedded on these concepts across multiple lessons.</p> |
| <p>MA.8.GR.1.1</p> | <p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.</p> | <p>5 - Very Good Alignment</p> | <p>Students explore the Pythagorean Theorem to solve triangle problems related to unknown sides in real-world problems such as ones involving what size box to use to ship an item, what size items can be included in a rectangular aquarium,</p> |

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| | | | and the angle of a shelf that might hang in the corner of a room. Students apply the Pythagorean Theorem to solve these problems and are given sufficient opportunities for 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 | Students continue to apply the Pythagorean Theorem, this time as it relates to the distance between two points in a coordinate plane. Problems explored include the path to move through a haunted house as well as the distance and direction traveled to get from Point A to Point B in a town. Students apply the Pythagorean Theorem in these problems and have sufficient practice to understand the concept well. |
| MA.8.GR.1.3 | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | The Triangle Inequality Theorem is explored to ascertain if a triangle can be created based on a given set of sides through a variety of problems that require students to calculate the sums of the lengths of each set of two sides. Students also |

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| | | | <p>explore the converse of the Pythagorean Theorem in a variety of problems that require them to calculate the sums of the squares of the other sides to see if it matches the theorem correctly. Most of these problems are simple calculations that follow a set procedure as defined by each separate theorem; there are many chances to practice these skills.</p> |
| <p>MA.8.GR.1.4</p> | <p>Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.</p> | <p>5 - Very Good Alignment</p> | <p>Angle relationships are explored to allow students to practice solving mathematical problems related to supplementary, complementary, vertical and adjacent angles. Students explore these properties relationships through problems depicting intersections as well as mathematical problems depicting a variety of intersecting lines and angles.</p> |
| <p>MA.8.GR.1.5</p> | <p>Solve problems involving the relationships of interior and exterior angles of a triangle.</p> | <p>5 - Very Good Alignment</p> | <p>Interior and exterior angles are explored through a variety of mathematical problems involving maps, backslash patterns and angles formed from triangles</p> |

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| | | | <p>embedded in other polygons. Students have ample opportunities to practice calculating both types of angles.</p> |
| <p>MA.8.GR.1.6</p> | <p>Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.</p> | <p>5 - Very Good Alignment</p> | <p>Students decompose regular polygons into triangles to create and utilize formulas for the sums of the interior angles. This is explored through a variety of problems decomposing pentagons and decagons, for example, as well as decomposing a gameboard involving a polygon shape. Students practice mathematical problems as well as decomposing polygons embedded in word problems to hone their skills.</p> |
| <p>MA.8.GR.2.1</p> | <p>Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.</p> | <p>5 - Very Good Alignment</p> | <p>Identifying transformations from preimages and images is practiced in a plethora of problems that depict such events occurring. Students familiarize themselves with the movements that occur as well as the vocabulary that is embedded in this concept to help them practice sufficiently. Students practice</p> |

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| | | | translations, reflections, and rotations throughout their practice on this concept. |
| MA.8.GR.2.2 | Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. | 5 - Very Good Alignment | Identifying scale factors based on the preimages and images created from a single dilation is practiced in a series of problems. Students examine enlargements and reductions depicted in dilations on graphs and in written descriptions in word problems. |
| MA.8.GR.2.3 | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. | 5 - Very Good Alignment | Students can analyze and apply how a single transformation effects a two-dimensional figure using both coordinates and coordinate planes through a variety of problems related to this concept. There are ample practice problems presented related to a variety of transformation types involving enlarging coordinates on a coordinate plane, congruent figures on a coordinate plane and a variety of other transformations that occur on a coordinate plane. |

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| <p>MA.8.GR.2.4</p> | <p>Solve mathematical and real-world problems involving proportional relationships between similar triangles.</p> | <p>5 - Very Good Alignment</p> | <p>Throughout the lessons there are a plethora of problems related to proportional relationships between similar triangles; students solve both mathematical and real-world problems related to this concept including problems on distance and time a ball travels into a soccer net, shadows cast from a shape and the proportional ration between the triangles.</p> |
| <p>MA.8.NSO.1.1</p> | <p>Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.</p> | <p>5 - Very Good Alignment</p> | <p>Students explore identifying irrational numbers as well locating irrational numbers on a number line. Students explore this with a variety of numbers based on the relationships established between rational numbers, integers, whole numbers, natural numbers and through exploring square roots. Students are given a numbers presented in a plethora of ways to explore.</p> |
| <p>MA.8.NSO.1.2</p> | <p>Plot, order and compare rational and irrational numbers, represented in various forms.</p> | <p>5 - Very Good Alignment</p> | <p>Plotting, comparing and ordering rational and irrational numbers is examined</p> |

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| | | | <p>through a myriad of problems on this concept. Students investigate real world problems related to area, the amount of ribbon needed to create a flag border, and the design of a tree house. There are also ample opportunities to practice in mathematical problems as well as real-world scenarios.</p> |
| <p>MA.8.NSO.1.3</p> | <p>Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.</p> | <p>5 - Very Good Alignment</p> | <p>Students expand their knowledge of the Laws of Exponents to explore integer exponents, including writing equivalent expressions and evaluating the expressions. There are some relevant example problems provided with scenarios that will seem relatable to students, such as the number of situps performed and the next card needed to complete a pattern in a game. Students also evaluate expressions not in a given context, but merely represented as mathematical problems to solve based on the Laws of Exponents.</p> |

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| <p>MA.8.NSO.1.4</p> | <p>Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.</p> | <p>5 - Very Good Alignment</p> | <p>Scientific notation is explored by students through a myriad of hands-on exploration lessons as well as mathematical problems on the concept. Students explore how many times larger or smaller a number is when creating different numbers in scientific notation. There is a high-interest exploration activity on earthquake magnitude included to introduce this topic as well as some other real-world problems involving grains of sand and the populations of various countries. Students will have a multitude of practice opportunities on this concept.</p> |
| <p>MA.8.NSO.1.5</p> | <p>Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.</p> | <p>5 - Very Good Alignment</p> | <p>Students expanded on their knowledge of scientific notation by practicing adding, subtracting, multiplying and dividing numbers in this form. Students learn a variety of ways to solve problems in scientific notation, such as following patterns, using powers of ten, building equations,</p> |

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| | | | and following the laws of exponents. |
| MA.8.NSO.1.6 | Solve real-world problems involving operations with numbers expressed in scientific notation. | 5 - Very Good Alignment | Students expanded on their knowledge of scientific notation by practicing adding, subtracting, multiplying and dividing numbers in this form. Students learn a variety of ways to solve problems in scientific notation through real-world scenarios, such as comparing the mass of Earth to the mass of the Moon, or calculating the length of the piers of a bridge. |
| 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 | Real-world, multi-step problems involving the order of operations with rational numbers, including exponents and radicals, is explored by students in a plethora of problems involving designing bird houses, building tree houses and packing items in moving boxes. There are many mathematical practice problems as well. |
| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others: | 4 - Good Alignment | This series does a phenomenal job of addressing all parts of MTR.1.1 individually; |

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| | <ul style="list-style-type: none"> 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. | | <p>if this standard was based solely on the work of the individual, it would receive a score of 5. However, there are not nearly as many opportunities to engage in effortful learning with others as there are to individually. This is an area that could be expanded on by including more opportunities for collaboration.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>5 - Very Good Alignment</p> | <p>Problems are presented in a multitude of ways throughout the series. Students are shown more than one way to represent a problem and problems are solved with manipulatives, models and graphical representations and abstractly. There is more than sufficient practice with tables, graphs and various data sets as well.</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> | <p>5 - Very Good Alignment</p> | <p>This series does a sensational job of addressing fluency, from procedural fluency to true fluency. Teachers</p> |

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| | <ul style="list-style-type: none"> • 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. | | pose purposeful questions to students and help elicit responses that will help students build more efficient ways of sequencing and solving their problems. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 series is flush with purposeful questions that elicit student questions and answers that drive meaningful discussions. Students analyze student work at every turn and use this to drive the instruction forward. There are frequently times where students need to defend their solutions or thinking, thus helping them construct viable arguments. There are 3 Act Tasks sprinkled throughout the series as well, which also help drive those meaningful discussions forward. |
| MA.K12.MTR.5.1 | Use patterns and structure to help understand and connect mathematical concepts. | 5 - Very Good Alignment | Students are presented with opportunities to identify, apply and create patterns and structures to help them solve problems |

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| | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | | <p>throughout this series. This MTR is woven throughout each lesson and highlighted consistently to help build procedural fluency in the various benchmarks.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Analyzing student work is a big component in this series; students are presented problems to analyze throughout many of the lessons presented on a variety of different mathematical concepts. Students are also asked to assess the reasonableness of their own solutions, deciding whether their answers are in line with an expected outcome. This is present consistently throughout the series.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> | <p>5 - Very Good Alignment</p> | <p>Every concept was flush with real-world connections and</p> |

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| | <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | | <p>scenarios for students to use to explore the mathematics. Each benchmark had mathematical problems for sure, but it was the real-world problems embedded throughout the series that allowed students the chance to connect with the mathematics on a different level, thus ensuring their ability to understand its relevance to their lives. When students can make those connections, they will transfer and apply this knowledge better in their everyday lives. Between the 3 Act Tasks, Apply Math models activities and the STEM projects infused into many of the benchmarks, students were consistently seeing the real-world applications of the mathematics.</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Students were asked to defend their mathematical thinking as well as their solutions by providing their work (their steps, their models, their equations, etc.) as their evidence. This was explored</p> |

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| | | | throughout all of the benchmarks. This was often discussed verbally with their peers or teacher. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | In order to solve their problems correctly students were required to read and comprehend a plethora of word problems and scenarios as well as mathematical vocabulary and scenarios in each and every lesson. This proficiency will be a key component in students understanding the context of the questions as well as the vocabulary related to each concept. The text was presented on a level that was consistent with the age level and level of mathematics presented and there were sufficient visuals, scaffolds and supports embedded to help struggling readers as well. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Students were required to make inferences in relation to the mathematics when reading and comprehending the text. Throughout the 3 Act Tasks, students |

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| | | | <p>had to make inferences about what would happen next. This idea was also present in abundance during all of the data and probability lessons. Students had to anticipate which math would fit various graphs and charts and make inferences as to which models fit which scenarios best.</p> |
| <p>ELA.K12.EE.4.1</p> | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>4 - Good Alignment</p> | <p>This series had abundant opportunities for discussion embedded in each lesson across all of the various benchmarks. There were purposeful questions posed at every turn from the teacher to students. However, there could be more consistent opportunities for peer to peer collaboration or for group work throughout the series. There were some collaborative structures set up in some of the projects sprinkled throughout the series, but not on a routine, every day or every other day basis.</p> |
| <p>ELA.K12.EE.5.1</p> | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>5 - Very Good Alignment</p> | <p>This series does an exquisite job of building procedural</p> |

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| | | | <p>fluency from conceptual fluency throughout each concept. This is done purposefully and expertly, allowing students to use these skills to further their math knowledge and apply it to their own work. This helps students follow the rules needed to produce quality work as their fluency development will increase the students ability to demonstrate their understanding and apply it to more advanced mathematics.</p> |
| <p>ELA.K12.EE.6.1</p> | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>4 - Good Alignment</p> | <p>Discussion is embedded into every lesson throughout this series as well as reinforced in great activities such as 3 Act Tasks. Students have an abundance of ways to explore using their voice to discuss, defend, and or apply their mathematics. While this series is rich with oral discussion, there does not appear to be nearly as many ways to express written ideas as there does to express oral ones. It would be a small area the series could</p> |

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| | | | improve upon going forward. |
| 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 have overwhelming support throughout this series as the series does an exceptional job of embedding vocabulary and comprehension support throughout each lesson. In addition, there are so many avenues for rich discussion provided in each lesson that ELLs will be able to practice listening and responding to oral language tasks at every turn. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | This series has strong oral language connections as there are diverse and integrated discussions happening throughout each of the lessons. This series really allows students time to explore their thinking orally, as well as process new information orally. There is also ample opportunities to look for reasonableness as well as to defend one's mathematical choices through discussions. |

| 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 well with the state's standard and benchmarks for subject, grade level and learning outcomes. There is solid alignment present throughout the series on each concept. |
| 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 correct skill level aligns between the content and the standards and benchmarks in the course throughout the entire series. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The materials seem very adaptable and would be useful for classroom instruction. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | There appears to be a good breadth of material and a deep level of rigor that will allow student to complete understand the topics presented throughout the series. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | The content complexity matches the standards in a way that will allow students to fully reach the potential of each of the benchmarks and standards through the curriculum presented by the series. |
| 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 on par with the abilities and grade level of the students that will access this curriculum. |

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| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>The content is meant to be presented across 124 to 140 days of instruction, not including additional time for possible differentiation; this matches the time period allowed for teaching and will allow students to learn all of the material in an acceptable amount of time.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>There are a plethora of experts authoring this curriculum, some of which are considered to be top experts in their field. The primary and secondary sources cited by them in the materials definitely reflect their years of collected expert knowledge and information.</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>The experts provided primary and secondary sources that enhanced the quality of the content in the materials for sure.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>The content appears to be accurate and no typographical or visual errors were noted.</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>The material was free of bias and contradictions and was noninflammatory in nature; the content was presented objectively.</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>The content was consistent with the prevailing theories, concepts, standards and models being used in mathematics at this time. It was overwhelmingly representative of the discipline.</p> |

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| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>The content was factually accurate as no mistakes or inconsistencies were noted.</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>With regards to current research and standards of practice, the content is up-to-date and based on relevant, appropriate best practices in mathematics.</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>5 - Very Good Alignment</p> | <p>The content matches the curriculum, standards, and benchmarks in an appropriate and relevant way.</p> |
| <p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p> | <p>5 - Very Good Alignment</p> | <p>The content correlates to an appropriate and relevant context for the intended learners; it will serve its target audience well.</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>There were meaningful real-world connections embedded throughout each lesson in this series. Students will be presented with problem after problem that contextualizes the math in a way that will seem interesting and concerning to students as it relates to their everyday lives. It is these strong real-world connections that will draw students in, thus allowing them to be more openly willing to explore the mathematics.</p> |
| <p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>There are strong connections between STEAM related disciplines, such as science, technology and art. There are also some historical relations explored as well as strong</p> |

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| | | vocabulary practice in the series. |
| 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 context of the text is presented in a fair and unbiased way portraying all genders, ethnicities, ages, work situations, cultures, religious groups, physical and social groups in a fair and unbiased way. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | All people and animals are portrayed in a compassionate, sympathetic way that considers 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 the benchmarks and standards for this course are completely covered in the material. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | The teacher will be able to sufficiently address the targeted learning outcomes without needing to access additional teaching materials beyond what is provided for the course. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | There is complete alignment between the curriculum and the components of the major tool, and vice versa. |
| 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 are organized in a way that is consistent with the mathematics and organized around the natural |

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| | | <p>progression of the benchmarks. Each topic builds upon one another, where applicable, so that the organization of the materials feels organic and purposeful.</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>5 - Very Good Alignment</p> | <p>The narratives and visuals are very engaging; students will find that they help them understand the material well and keep them engaged with the material.</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>5 - Very Good Alignment</p> | <p>There seems to be a great correlation between the amount of material presented at one time and student engagement. There does not appear to be an overwhelming amount of material presented at one time, nor does it feel insufficient to cover the amount of material needed to be covered to complete the course in ample time. Students will have adequate time to perceive and understand the material at the rate it is presented.</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>5 - Very Good Alignment</p> | <p>The material contains flexible presentation features such as adjustable fonts and color backgrounds as well as text to speech tools and alt-tags. Navigation supports are adjustable and have shortcuts. Study tools include the use of highlighters and note-taking supports. There are also assistive supports with regard to translation into multiple languages and braille.</p> |

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| <p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p> | <p>5 - Very Good Alignment</p> | <p>Presentation requirements are satisfied completely. The material is easy to access, easily understandable by students with its clear readability, and easy to understand graphics and models. There are presentation supports with regards to navigation, study tools and assistive supports as well as general presentation supports such as the ability to zoom in and out, change font size, translate into multiple languages, use braille, embed immersive reader supports and highlight/annotate the text. Students will find that the text is on par for their grade level and it includes lots of supports for ELLs as well as struggling readers.</p> |
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| Learning | Reviewer Rating | Rating Justification |
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| <p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p> | <p>5 - Very Good Alignment</p> | <p>There are many great features in this series that will keep learners motivated. From high interest problems that are presented with real-world scenarios to STEM projects that students will find engaging to open-ended 3 Act Tasks, students will find the mathematics, and thus the course enjoyable. When students are engaged in the learning, they are motivated to learn more and thus this relatability piece will keep students motivated throughout the entire course.</p> |

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| <p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p> | <p>5 - Very Good Alignment</p> | <p>The instructional materials do an excellent job of teaching the major mathematical concepts in this course as well as developing mathematical reasoning skills, developing students discussion skills, and developing procedural fluency throughout the entire course.</p> |
| <p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Each lesson begins with a clear statement of what students will be learning in the lesson as well as the standard covered. The teacher's guide provides a clear path of what skill came before the current skill, the current skill the lesson is based on as well as the trajectory of what skill will come next.</p> |
| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>5 - Very Good Alignment</p> | <p>The materials provided scaffolds to help students develop their ability to become independent learners and thinkers throughout the course. The series embedded discussion moments into every lesson, allowing students to build their ideas and their confidence along the way. There was also project based learning and open ended tasks throughout the series, which helped students develop these skills as well.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>5 - Very Good Alignment</p> | <p>Each lesson had supports and guidance embedded for learners of all types, from students with learning difficulties, to English Language Learners to students that needed enrichment opportunities. There were hands on activities, visual</p> |

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| | | supports and lots of chances for meaningful discussion. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Students will have great engagement during this series as there were lots of real-world, high engagement type activities that will appeal to students mental and physical wellbeing. |
| 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 were great tasks and projects throughout the series, which will allow students to creatively extend their knowledge in content and extend their goals. These can be seen in the 3 Act Tasks, STEM projects and in some of the beginning engagement activities in some lessons. |
| 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 for mathematical instruction were utilized throughout the series and in the material, thus allowing students the best chance at successfully learning the desired outcomes for the course. |
| 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 for mathematical instruction were utilized throughout the series and in the material, thus allowing students the best chance at successfully learning the desired outcomes for the course. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Assessment strategies were directly correlated to the desired learning outcomes within the materials. There were formative and summative |

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| | | assessment opportunities embedded throughout each lesson and unit, as well as digitally through their digital platform. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | The assessment strategies varied and were comprehensive, thus making them effective in assessing the learners' performance. Students were informally assessed in multiple learning formats, such as 3 Act Tasks and some of the learning tasks as well as at the end of each lesson with the assessment style questions. There were mid-unit assessments as well. There were many projects and then an entire digital platform that included additional assessment means. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | This submission satisfies the requirements for UDL completely. The material felt accessible by all and it included many strategies, materials and activities that would appeal to learners with various needs or preferences. |
| 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 applied throughout each lesson in the series. There were examples of their use at every turn and you could see evidence of them being incorporated in a myriad of ways as the series progressed. They did not just appear occasionally, but were strongly embedded throughout the lessons. |

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| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p> | <p>5 - Very Good Alignment</p> | <p>This submission satisfies learning requirements. Students will meet the desired learning outcomes through this series and will be able to access the mathematics at a level conducive to all learners. Students will be learning the best practices for mathematics and this will help learners develop into independent, cohesive learners and thinkers. Learners will finish this course with a robust understanding of the content and will satisfy the learning outcomes in the benchmarks.</p> |
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| Special Topics | Reviewer Rating | Rating Justification |
|---|--------------------------------|---|
| <p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p> | <p>5 - Very Good Alignment</p> | <p>There was no evidence of Critical Race Theory in the materials.</p> |
| <p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>The materials omitted Culturally Responsive Teaching as it relates to CRT.</p> |
| <p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>The materials omit Social Justice as it relates to CRT.</p> |
| <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>5 - Very Good Alignment</p> | <p>The materials do not solicit Social Emotional Learning.</p> |

Reviewer's Name: Tyler Eastridge

Title: enVision Florida B.E.S.T. Mathematics Grade 8 Pre-Algebra

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 8 Pre-Algebra](#)

Bid ID: 392

| 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 8 Pre-Algebra

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: [1205070 - Grade Eight Mathematics: Pre-Algebra](#)

Bid ID: 392

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 |
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| 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. |

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| 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: | | |
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| Bid Response | | |
| <i>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.</i> | | |
| 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 |
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| 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: Linda Spanjer-Furstenburg

Title: enVision Florida B.E.S.T. Mathematics Grade 8 Pre-Algebra

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 Eight Mathematics: Pre-Algebra](#)

Bid ID: 392

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 | All Laws of exponents are covered. The TE covers questions to engage student thinking in small group and independent activities. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 5 - Very Good Alignment | Great examples to teach the lessons. |
| 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 | Provides enough practice problems along with the guided problems. |
| 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 | Provides enough practice problems along with the guided problems. |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 4 - Good Alignment | Good alignment with the standards, and good practice problems with the standards. |
| 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 | Great alignment, and practice problems in book and online practice problems. |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | Great alignment. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 5 - Very Good Alignment | Great alignment, and practice problems in book and online practice problems. |

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| 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 | Provides enough practice problems along with the guided problems. |
| 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 | Provides enough practice problems along with the guided problems. |
| 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 | Great alignment. |
| 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 | The vocabulary highlighted stands out to identify the different solutions needed for the different problems. |
| MA.8.AR.4.2 | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions. | 5 - Very Good Alignment | Visuals makes the content being covered stand out. |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 5 - Very Good Alignment | Visuals are good for the visuals learner. |
| 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 | Good visuals to represent the data sets. |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 5 - Very Good Alignment | The key concepts at the end of each lesson, |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | Good visuals to represent the data sets. |

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| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 5 - Very Good Alignment | Good visuals to represent the data sets. |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 4 - Good Alignment | Good visuals to represent the data sets. |
| 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 | Very relatable to the daily experiences of their lives. |
| 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 | Examples are relatable to the grade level content. |
| MA.8.F.1.2 | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. | 5 - Very Good Alignment | Examples are easy to read and very relatable. |
| 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 | Good Alignment |
| MA.8.GR.1.1 | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. | 4 - Good Alignment | Good alignment and great assessment questions at the end. |
| 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 | Good Alignment, step by step examples, great visuals. |
| 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 | 4 - Good Alignment | Good Alignment, step by step examples, great visuals. |

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| | 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 | Good Alignment, step by step examples, great visuals. |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 5 - Very Good Alignment | Good Alignment, step by step examples, great visuals. |
| 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 | Good alignment, just needs a little more practice examples. |
| 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 | Good alignment, just needs a little more practice examples. |
| 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 alignment, just needs a little more practice examples. |
| 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 | Good alignment, just needs a little more practice examples. |
| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 4 - Good Alignment | Needs more practice problems, but good alignment. Good assessment style questions at the end. |
| 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 | Great interactive visuals. |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 4 - Good Alignment | Great interactive visuals. |

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| MA.8.NSO.1.3 | <p>Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.</p> | <p>4 - Good Alignment</p> | <p>Great interactive visuals.</p> |
| MA.8.NSO.1.4 | <p>Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.</p> | <p>4 - Good Alignment</p> | <p>Great practice and guided problems.</p> |
| MA.8.NSO.1.5 | <p>Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.</p> | <p>5 - Very Good Alignment</p> | <p>Great interactive visuals.</p> |
| MA.8.NSO.1.6 | <p>Solve real-world problems involving operations with numbers expressed in scientific notation.</p> | <p>5 - Very Good Alignment</p> | <p>Great interactive visuals.</p> |
| MA.8.NSO.1.7 | <p>Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.</p> | <p>5 - Very Good Alignment</p> | <p>Great practice and guided problems.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>The curriculum has the lessons identify the "emphasis" in all lessons so the teachers know. I love the scope and sequence in the back of the book that helps with the vertical alignment of each benchmark.</p> |

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| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Enough problems to practice in the textbook, but then there is an online portion for additional practice questions.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>The fluency pages at the end of each topic is fun, engaging, yet has them practice fluency.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>5 - Very Good Alignment</p> | <p>There is a great talk and share opportunity at the start of each lesson.</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Each problem's method of solving requires a plan, a procedure of solving and then the solution. |
| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | 5 - Very Good Alignment | Yes, there are sections in the book where the teacher |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | | <p>has to encourage the students to question the reasonableness of the problem.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Visuals provide a real-world aspect to the problems.</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>4 - Good Alignment</p> | <p>Many of the questions require students to put their explanations into a written response.</p> |
| <p>ELA.K12.EE.2.1</p> | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>Some of the questions posed require deeper thinking.</p> |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Students have to infer the real world scenarios that are taking place. |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 4 - Good Alignment | There is quality small group activities planned in the lessons. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Yes, I believe so. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Yes, I see evidence of this. |
| 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 | Agreed, there are great reteach or reiterating discussions the teacher can hold with a spanish speaker in order for them to understand the material. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | Supports the social and instructional purposes. |

| 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 | Great 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 | Great alignment. |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Very easy to use and apply in the classroom. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | There could be more details. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Well aligned to the rigor 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 | Well aligned to the rigor of the 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 | It's not boring, it's just right to allow them to teach what's needed to then continue in small group. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Yes, the expert information is 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 | Yes, the expert information is well 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 noted .. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 4 - Good Alignment | No bias was 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 | Plenty of models to align with the problems. |
| 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 .. |

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| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Aligned to the new BEST Math 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 | Aligned to the new BEST Math standards. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Aligned to the new BEST Math standards. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | It's aligned to be meaningful mathematically, not socially. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 3 - Fair Alignment | It's aligned to be meaningful mathematically, not socially. |
| 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 rounded. |
| 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 negative concepts noted. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Very well 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 | Targeted learning outcomes, but the teacher does have to take the time to review the vertical alignment of the standards to show fair alignment of what they should know, and will need to know. |

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| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Good alignment. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | Concepts are well spread out. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Very engaging visuals used to relate the their current real world. |
| 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 | Well paced out. |
| 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 | 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). | 5 - Very Good Alignment | I found it easy to guide myself through the curriculum and it's clear what I would need to teach. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Good visuals |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Agreed. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Essential questions 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. | 4 - Good Alignment | Discussions allow for thinking to take place. |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Evident in the differentiated instruction guides for each lesson. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Good alignment. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | Good alignment. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Different strategies opens the door for a different type of learning to take place. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Good alignment. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - 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. | 4 - Good Alignment | Good alignment. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Good alignment. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | Good alignment. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Good alignment. |

| Special Topics | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | Yes |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 4 - 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 | No evidence of CRT witnessed. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | No soliciting of Social Emotional Learning |

UDL Reviewer's Name: David Davis

Title: enVision Florida B.E.S.T. Algebra 1

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [1200310 - Algebra 1](#)

Bid ID: 393

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 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. | 1 - Very Poor/No Alignment | The Student Edition did not provide any options for font or color adjustments. Some options for adjusting font family, font size, and foreground/background colors are available in the sample chapter from the Interactive Student version. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There were not controls for setting high contrast. High contrast color options were available in the sample chapter from the Interactive Student version. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | There are no text-to-speech tools available in the Student Edition or in the sample chapter from the Interactive Student version. |
| All images have alt tags. | 2 - Poor Alignment | There were no alt tags as such, but each page (which seemed to be an image) had a full text description available. |
| All videos are captioned. | 3 - Fair Alignment | No videos were found. The publisher reports that videos are captioned, and that has been observed in other materials from this publisher. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | Image tags and content was not accessible via braille display. In the sample chapter from the Interactive Student Version the Math was only displayed in Nemeth code. UEB needs to be an option for Florida. VO and JAWS displayed math differently. The Interactive version is much better but still needs some work. |

| 2. How are the following navigation features provided in the instructional materials: | | |
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| <p>Bid Response</p> <p><i>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.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | No options are available for adjusting the size of icons or buttons. Options are available for adjusting button and icon size in the sample chapter from the Interactive Student version. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | No keyboard shortcuts were noted in the Student Edition. An extensive menu of keyboard shortcuts is provided for the sample chapter from the Interactive Student version. |
| All navigation information can be sent to refreshable Braille displays. | 2 - Poor Alignment | The tab order is off and there are no headings in the Student Edition. In the sample chapter from the Interactive Student version the navigation is well labeled and there are excellent image descriptions. Access to UEB for math is missing. |

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 |
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| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 1 - Very Poor/No Alignment | Highlighters are not provided in the Student Edition. There is a basic drawing tool that draws squares. Text can be selected and highlighted in the four standard colors, as well as being underlined, circled, and annotated in the sample chapter from the Interactive Student version. |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | This feature is not available in the Student Version. Highlighted text and annotations can be sorted by content, date, style, color, and can be exported in the sample chapter from the Interactive Student version. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 1 - Very Poor/No Alignment | A very basic note taking/annotation tool is available in the Student Edition, but I could not get it to work. A digital notebook tool is provided in a side window so students can take notes at any time in the sample chapter from the Interactive Student version. |

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 1. Magnification - ZoomText Magnification/Reader 2. Text-to-Speech - NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) - JAWS Screen Reader (Windows/Firefox) - VoiceOver (iOS/Safari browser) - VoiceOver (OS/Safari browser) 3. 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. 4. On-screen Keyboards Supports on-screen keyboards via commonly used tablets and other touch enabled devices 5. Switch Scanning Controls Standard switch scanning control software can be used with SavvasRealize instructional content. 6. Speech-to-Text Dragon Naturally Speaking speech recognition software

| Review | Rating | Comments |
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| 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. | 1 - Very Poor/No Alignment | Accessibility to a variety of third-party assistive technologies is limited. There is an increased degree of accessibility in the sample chapter from the Interactive Student version. |

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 |
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| | 4 - Good Alignment | Printed textbooks are available. NIMAS files are also available to support specialized formats. |

Reviewer's Name: Jennifer Dormichev

Title: enVision Florida B.E.S.T. Algebra 1

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 1](#)

Bid ID: 393

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 found enVision to be a wonderful textbook and supporting materials. I like that there is a quiz possible at the end of each lesson to ensure learning is happening. These formative assessments can be used to provide remediation with the supporting materials already available to the teacher without having to create their own. I also like the

enrichment activities for early finishers or those who catch on to the new content quickly and easily. I like that Spanish translation is built into the online platform and students don't need to search a glossary or have limited access to materials they can understand. There were a few standards where specifics were sparse but overall they cover the standards very well. As to the MTRs, I would like to see more multiple ways to solve and some more verbiage about discussion with a partner or group but otherwise I think this program covers MTRs well too. I would highly recommend this product.

| 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 | This text teaches students how to identify and interpret parts of an equation including growth factors, parts of word problems, and the meanings of the terms of a polynomial in context. |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | It shows the students how to manipulate a formula to solve for one variable in terms of the others and leads them to derive one equation from another, for example, from standard form into slope intercept form. |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 5 - Very Good Alignment | I like the number of ways the students are shown in order to |

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| | | | compute with polynomial. They use manipulatives, horizontal, and vertical, and various other methods of computing. |
| MA.912.AR.1.4 | Divide a polynomial expression by a monomial expression with rational number coefficients. | 4 - Good Alignment | I found most of these examples were about factoring out a GCF, not necessarily dividing by a monomial. |
| MA.912.AR.1.7 | Rewrite a polynomial expression as a product of polynomials over the real number system. | 5 - Very Good Alignment | I love all the real world applications |
| MA.912.AR.2.1 | Given a real-world context, write and solve one-variable multi-step linear equations. | 5 - Very Good Alignment | Excellent and varied use of real world problems. |
| 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 | Plentiful examples of writing equations from many types of graphs and tables as well as descriptions. |
| 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 | Explains how to write lines parallel and perpendicular just fine. |
| 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. | 4 - Good Alignment | Plenty of graphing from equations and tables, not as much interpretation of key features. |
| 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 | Yes to solving and graphing, would like to see more interpretation of key features. |

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| 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 | Explains inequalities well. |
| 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 | A fine job explaining how to write the inequalities from words or graphs. |
| 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 | Excellent job with inequalities and graphing. |
| 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 | Terrific examples of writing and solving quadratic equations. |
| 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 | Sparse examples of writing quadratic equations, mostly solving. |
| 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 | Sparse examples at best. |
| 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 | Pretty good examples but again, very light on the interpretation. |
| 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 | This standard is covered well. |
| 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 | A lot of examples, could use more use of constraints. |

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| MA.912.AR.4.1 | Given a mathematical or real-world context, write and solve one-variable absolute value equations. | 5 - Very Good Alignment | Excellent teaching of this difficult skill |
| 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 | Great pictures and examples |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 2 - Poor Alignment | No classification of growth vs. decay at all |
| 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 | Excellent examples of writing equations |
| 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 | Very little work with creating a graph of an exponential function |
| 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 | Does an excellent job of showing the processes for solving systems. |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 5 - Very Good Alignment | Shows no solution and explains the four sections of the graph after shading |
| 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 | Explains constraints well. I love the "interpretation" section. |
| 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 | There are a lot of examples that tell the student, not ask but further in the book the student must decide. |

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| 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 | There are a lot of distributions but I don't truly see the interpretation piece. |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | Great examples of causation and correlation |
| 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 | Very few examples of finding a population from a sample. |
| 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 | Excellent job with lines of fit |
| 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 | Excellent job with correlation |
| 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 | Excellent job with two way tables |
| 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 | Excellent job of differentiating between types of functions |
| 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 | It does a fine job of evaluating a function |

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| 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. | 5 - Very Good Alignment | This text calculates and interprets rate of change well. |
| MA.912.F.1.5 | Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. | 4 - Good Alignment | There are plenty of real world situations but not a lot of comparing key features. |
| 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 | There are more examples of comparison using 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 | This standard is apparent in the textbook |
| 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 | This standard was also very apparent and there were many varied examples |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | I saw a lot of examples of different types of interest calculations |
| 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 | I saw the relationships between linear growth and simple interest and compound interest with exponential growth. |
| 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 | This book explains rational exponents very well |

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| MA.912.NSO.1.2 | <p>Generate equivalent algebraic expressions using the properties of exponents.</p> | <p>5 - Very Good Alignment</p> | <p>This book does this with and without variables.</p> |
| MA.912.NSO.1.4 | <p>Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.</p> | <p>5 - Very Good Alignment</p> | <p>Computing with radicals is covered well</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>There are a lot of problems where the book tells the student to persevere or work with a partner but the teacher must also manage those behaviors.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>2 - Poor Alignment</p> | <p>I'm not sure the writers of this textbook truly understand MTR.2.1. I found very few examples showing multiple ways to solve, saw no use of manipulatives.</p> |

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| | <ul style="list-style-type: none"> Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 are good questions about ease of use and efficiency throughout |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | It is mainly questions that say "explain", not a lot ideas for collaboration or partner discussions. |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>I would say that some of the examples pulled about Patterns and Structure are more about compare and contrast.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Plenty of evidence of checking solutions for reasonableness</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>5 - Very Good Alignment</p> | <p>Plenty of real world context</p> |

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| | <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | There are a lot of "explain" questions |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | The text is written at grade level with appropriate complexity |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | This text makes excellent use of inference throughout. |
| 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 | Again, this is hard to do as the textbook is a tool, the teacher truly needs to elicit the conversations. However, there are many instances that ask the student to "explain" or ask "how do you know" which is helpful. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | This too is tricky for a textbook. They do ask students to sketch graphs, create projects, and correct errors but the teacher must state what is meant by "quality work" perhaps |

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| | | | through the use of a rubric |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Many examples ask to "communicate and justify" but the teacher must address the student as to appropriate tone and voice. |
| 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 | No specifics for English Language Learners. Perhaps these pages were chosen because they included vocabulary or visual examples. The TE has more examples of how to help our ELL students |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Most standards are covered 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 | This text is written at the correct skill level |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The materials can easily be used in the classroom |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | I think even examples, like interest, with which students may have vague familiarity, are explained significantly so they are understandable. |

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| 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 complexity level is appropriate to the abilities of the 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 ample time to teach whether on a standard or block schedule |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Any citation reflect expert information |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | The expert sources help students realize how Algebra is used in the real world and that it does matter. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I noticed 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 noticed no bias or inflammatory information |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | The content is representative of topics that should be discussed in a math class |
| 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 mistakes in the accuracy of facts |
| 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 seems up-to-date |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | The content is relevant and appropriate |

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| 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 flows well and makes sense to the learner |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Real world examples are those which Florida's students would have familiarity. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 3 - Fair Alignment | Plenty of STEM related activities and connections, not as many social studies or other 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, plenty of multicultural representation was 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). | 5 - Very Good Alignment | There were examples about conservation and no evidence of inhumane treatment. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | The benchmarks and standards are covered very well |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Plenty of additional resources are already prepared for remediation, practice and enrichment |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | The resources complement the textbook 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 are organized in a way that makes sense |

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| 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 | I feel the word problems and pictures are engaging |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | Yes, this content is presented at a proper pace |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | There is a bilingual electronic text and videos have closed caption in both English and Spanish. |
| 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 an excellent resource in terms of Presentation. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Many examples remind the student to persevere |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Easily understandable blocks of information are taught |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Every section contains Objectives and Concept Summaries |
| 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 | With the use of the online tools and the consumable workbook there are many ways for students to become better learners, eventually independently |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Students have the option to complete assignments through printed worksheets or in a |

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| | | digital format. The supporting materials help teachers to create small groups for interventions as well |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | While the content is written at an appropriate level and complexity, Algebra is strenuous and requires students to be engaged in their 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 STEM projects are a beautiful blend of the new 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 | Teachers are encouraged to use collaborative strategies during instruction |
| 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 are appropriate and effective |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Quizzes after each section, assessments after the unit, and benchmarks along the way throughout the year provide teachers with useful data to drive instruction to attain 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 | All assessment strategies are effective in assessing 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 | There are numerous supporting materials for remediation, practice and enrichment. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or | 4 - Good Alignment | The ELA and MTR standards are applied in the best way that can be expected. These |

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| Mathematical Thinking and Reasoning Standards as applicable? | | standards are difficult for a textbook and more a teacher responsibility |
| 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 textbook covers the learning requirements very well |

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

Reviewer's Name: Shruti Raman

Title: enVision Florida B.E.S.T. Algebra 1

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 1](#)

Bid ID: 393

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

Reviewer's Name: Bridgette Wicke

Title: enVision Florida B.E.S.T. Algebra 1

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 1](#)

Bid ID: 393

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

I recommend this instructional material for adoption because it is relevant, it has great teacher resources, it has strong standard alignment, and it is engaging for students. Strengths: teacher materials, real-world examples, videos, additional resources, pictures, assessments, standard alignment, culturally responsive. Weaknesses: too few

examples, organization and flow could use some work, more supplemental resources.

| 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 | Very good alignment with examples, depth, and complexity. |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Very good alignment with examples, depth, and complexity. |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 4 - Good Alignment | Good alignment, could use more examples, depth, and complexity. |
| MA.912.AR.1.4 | Divide a polynomial expression by a monomial expression with rational number coefficients. | 4 - Good Alignment | Good alignment, could use more examples, depth, and complexity. |
| MA.912.AR.1.7 | Rewrite a polynomial expression as a product of polynomials over the real number system. | 5 - Very Good Alignment | Very good alignment with examples, depth, and complexity. |
| MA.912.AR.2.1 | Given a real-world context, write and solve one-variable multi-step linear equations. | 4 - Good Alignment | Good alignment, good examples, depth, and complexity. |
| MA.912.AR.2.2 | Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written | 5 - Very Good Alignment | Very good alignment with examples and complexity. I liked the videos as intros. |

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| | description or a table of values within a mathematical or real-world context. | | |
| MA.912.AR.2.3 | Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. | 4 - Good Alignment | Good alignment, good examples and depth. |
| 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 | Very good alignment with examples and complexity. I liked the videos. |
| 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 | Alignment very good, depth and complexity very 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 | Examples could be clearer and more in depth. |
| MA.912.AR.2.7 | Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context. | 4 - Good Alignment | Needs more in-depth examples, examples could be clearer and more in depth. |
| 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 | Examples could be clearer, need more examples, and more in depth. |
| 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 | Alignment very good, depth and complexity very good. |
| 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 | Very good alignment, in-depth, real-world examples. |

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| 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 | Strong alignment, could have more in-depth examples. |
| 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 | Good alignment, good online resource, good real-world alignment. |
| 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 | Very good alignment, in-depth, real-world examples. |
| 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 | Very good alignment, in-depth, real-world concepts and examples. |
| MA.912.AR.4.1 | Given a mathematical or real-world context, write and solve one-variable absolute value equations. | 4 - Good Alignment | Good alignment, could use more examples, depth, and complexity. |
| 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 | Alignment very good, depth and complexity very good. |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 4 - Good Alignment | Strong alignment, could have more in-depth examples. |
| 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 | Alignment very good, depth and complexity very good. |
| 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 | Good alignment, could use more examples, depth, and complexity. |

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| 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 | Very good alignment with examples and complexity. Great videos. |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 4 - Good Alignment | Needs more in-depth examples, examples could be clearer and more in depth. |
| 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 | Very good alignment to BEST standards. |
| 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 | Very good alignment with examples, depth, and complexity. |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | Very good alignment with examples, depth, and complexity. |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | Needs more in-depth examples, examples could be clearer and more in depth. |
| MA.912.DP.1.4 | Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. | 4 - Good Alignment | Good alignment, good examples and depth. |
| MA.912.DP.2.4 | Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. | 5 - Very Good Alignment | Very good alignment with examples and complexity. Great videos. |

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| MA.912.DP.2.6 | Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. | 4 - Good Alignment | Good alignment, could use more to further align. |
| 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 | Very good alignment to BEST standards. |
| 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 | Good alignment, good examples to meet standards. |
| MA.912.F.1.2 | Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. | 5 - Very Good Alignment | Very good alignment, in-depth, real-world examples. |
| MA.912.F.1.3 | Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. | 5 - Very Good Alignment | Very good alignment to BEST standards. |
| MA.912.F.1.5 | Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. | 4 - Good Alignment | Good alignment, good online resource, good real-world alignment. |
| 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 | Good alignment, good examples and depth. |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 4 - Good Alignment | Good alignment, good examples to meet standards. |
| MA.912.F.2.1 | Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$ for specific values of k . | 5 - Very Good Alignment | Very good alignment, in-depth, real-world examples. |

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| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | Very good alignment to BEST standards. |
| 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 | Needs more in-depth examples, examples could be clearer and more in depth. |
| 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 | Very good alignment, in-depth, real-world examples. |
| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 4 - Good Alignment | Good alignment, good online resource, good real-world alignment. |
| MA.912.NSO.1.4 | Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. | 4 - Good Alignment | Good alignment, could use more examples, depth, and complexity. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. | 5 - Very Good Alignment | Very good all around. |

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| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Very good, hits upon all.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Very good alignment, very good BEST.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>5 - Very Good Alignment</p> | <p>Very good alignment to BEST standards.</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 alignment to BEST standards. |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> | 5 - Very Good Alignment | Very good alignment to BEST standards, in-depth, covers all. |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 alignment to BEST standards, in-depth, covers all. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Does very good job of citing evidence to explain and justify. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Good comprehension. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Very good inferences to support comprehension. |

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| 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 | Good collaborative techniques, could use more. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Good rules for quality work. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Good appropriate voice and tone. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment | Good ESOL alignment, could use 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 | Very good alignment 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 | Good alignment to correct skill level. Could have more examples with more going in-depth. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Good adaptability, could have more extensions and engagement for classrooms. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Good details for understand, good provide further details for better understanding. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Good alignment to standards with complexity and difficulty, could use more. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | Good complexity or difficulty, but so many differences in students, could reach more. |

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| 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 | Good complexity and difficulty level. |
| 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 sources cited reflecting 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 | Very good expert quality of content. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Very good, accurate 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 | Very good, didn't see 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 | Very good, representative of subject area. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Very good, factually accurate. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Very good, current and up-to-date 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 | Very good, 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 | Very good, appropriate and relevant for intended learners. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Very good connections to life meaningful to students. |

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| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Very good interdisciplinary connections to life meaningful to students. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Very good multicultural 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 | Very good 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, very good content of the benchmarks and standards covered. |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | Does have some great resources but I would need to use additional teaching materials. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Good, but could be stronger with alignment. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | Ok here, could use more logical organization. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Good, could be more engaging for students in places. |
| 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, could be stronger for better differentiation. |

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| 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 materials but could use more. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | Good presentation requirement, would like to see more variation in engagement of materials for students. |

| Learning | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | This age students are difficult to motivate and engage, did a good job, could use more. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Very good job with teaching a few big ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Mostly explicit and clear, some sections could be clearer, overall is clear. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | Good guidance and support for independent thinking, could use more. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Good guidance and support for developmental differences and various learning styles, could be stronger here. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Good with engagement, difficult age, could use more variety. |
| 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 logical extensions. |

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| 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 strategies that are successful for teaching and learning. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Very good instructional strategies incorporated effective in teaching targeted outcomes. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Good assessment materials for desired learning outcomes. Would like more variety. |
| 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 assessments with regard to targeted outcomes. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Good at considering needs of all students, could consider wider range of abilities. |
| 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, I observed application. |
| 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, in general it does a very good job of satisfying 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 | Yes, it aligns. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes, it omits this. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes, it omits this. |

| | | |
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| 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, it doesn't solicit this. |
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UDL Reviewer's Name: David Davis

Title: enVision Florida B.E.S.T. Algebra 2

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [1200330 - Algebra 2](#)

Bid ID: 394

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 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. | 1 - Very Poor/No Alignment | The Student Edition did not provide any options for font or color adjustments. The sample Interactive chapter provided was to a different text book. |
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There were not controls for setting high contrast. The sample Interactive chapter provided was to a different text book. |

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| Text-to-speech tools. | 1 - Very Poor/No Alignment | There are no text-to-speech tools available in the Student Edition or in the sample chapter from the Interactive Student version. |
| All images have alt tags. | 2 - Poor Alignment | There were no alt tags as such, but each page (which seemed to be an image) had a full text description available. |
| All videos are captioned. | 3 - Fair Alignment | No videos were found. The publisher reports that videos are captioned, and that has been observed in other materials from this publisher. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | Image tags and content was not accessible via braille display in the Student Edition. The sample Interactive chapter provided was to a different text book. The sample Interactive chapter provided was to a different text book. |

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. | 1 - Very Poor/No Alignment | No options are available for adjusting the size of icons or buttons. The sample Interactive chapter provided was to a different text book. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | No keyboard shortcuts were noted in the Student Edition. The sample Interactive chapter provided was to a different text book. |
| All navigation information can be sent to refreshable Braille displays. | 2 - Poor Alignment | The tab order is off and there are no headings in the Student Edition. The sample Interactive chapter provided was to a different text book. |

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). | 1 - Very Poor/No Alignment | Highlighters are not provided in the Student Edition. The sample Interactive chapter provided was to a different text book. |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | This feature is not available in the Student Version. The sample Interactive chapter provided was to a different text book. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 1 - Very Poor/No Alignment | A very basic note taking/annotation tool is available in the Student Edition, but I could not get it to work. The sample Interactive chapter provided was to a different text book. |

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 1. Magnification - ZoomText Magnification/Reader 2. Text-to-Speech - NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) - JAWS Screen Reader (Windows/Firefox) - VoiceOver (iOS/Safari browser) - VoiceOver (OS/Safari browser) 3. 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. 4. On-screen Keyboards Supports on-screen keyboards via commonly used tablets and other touch enabled devices 5. Switch Scanning Controls Standard switch scanning control software can be used with SavvasRealize instructional content. 6. 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. | 1 - Very Poor/No Alignment | Accessibility to a variety of third-party assistive technologies is limited. The sample Interactive chapter provided was to a different text book. |

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 | Printed textbooks are available. NIMAS files are also available to support specialized formats. |

Reviewer's Name: Elisa Greco

Title: enVision Florida B.E.S.T. Algebra 2

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 394

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 aspects of learning are addressed. The BEST benchmarks are covered in the major tool. It is a great fit for an Algebra 2 Regular class. For the Honors, a few places more Real World practice problems might be needed to supplement. The Teacher Edition covers all aspects needed. It addresses misconceptions and errors. It shares ways

to support struggling and ELL students. The consummable will be very helpful for guided notes and practice. The digital access allow for interactions and advanced manipulative use from pre-made DESMOS examples. The digital also allows for students directions to be assessed based on formative quiz deciding whether to remediate, practice on level or enrichment. The MATH XL program is easy to follow allows students to work independently. Overall, a very thorough program for Algebra 2.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|--|
| MA.912.AR.1.1 | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | 4 - Good Alignment | Interpretation limited to linear and quadratic |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 5 - Very Good Alignment | Thorough level of practice found |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 5 - Very Good Alignment | Thorough level of practice found |
| MA.912.AR.1.6 | Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials. | 5 - Very Good Alignment | Thorough level of practice found |
| MA.912.AR.1.8 | Rewrite a polynomial expression as a product of polynomials over the real or complex number system. | 4 - Good Alignment | Just saw one question for polynomial over the complex system |
| 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 | Thorough level of practice found |

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| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Only one real world found in higher order question |
| 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 | Very few Real world models |
| 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. | 4 - Good Alignment | Very few Real world models |
| MA.912.AR.3.10 | Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality. | 4 - Good Alignment | Very few Real world models |
| 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 | Thorough level of practice found |
| 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 | Only two questions with RW constraint |

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| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| MA.912.AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Very few real world problems |
| 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. | 4 - Good Alignment | Very few real world problems |
| 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 | Thorough level of practice found |

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| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| MA.912.AR.9.5 | Graph the solution set of a system of two-variable inequalities. | 5 - Very Good Alignment | Thorough level of practice found |

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| 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. | 4 - Good Alignment | Very few real world problems |
| 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. | 3 - Fair Alignment | Only one example |
| 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. | 3 - Fair Alignment | Only one example |
| 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 | Found in one linear, and in exp. growth/decay only |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |

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| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 5 - Very Good Alignment | Thorough level of practice found |
| 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. | 4 - Good Alignment | very few graph problems |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 5 - Very Good Alignment | Thorough level of practice found |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 4 - Good Alignment | Few 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. | 4 - Good Alignment | Not see simple interest connection |

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| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 5 - Very Good Alignment | Thorough level of practice found |
| MA.912.NSO.1.5 | Add, subtract, multiply and divide algebraic expressions involving radicals. | 5 - Very Good Alignment | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| 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 | Thorough level of practice found |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Opener for every lesson |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 5 - Very Good Alignment | Problems presented in graph and equations and tables |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Problems and tasks are shown with many examples</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>5 - Very Good Alignment</p> | <p>Many questions with error analysis and justify answers</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Concepts build on each other and show patterns in openers as well</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>Many topics have ability to verify solution and check if reasonable</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | 5 - Very Good Alignment | Real world problems shown in openenr and in application sections |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Many problems require justification and reasoning |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Text written at grade level and layout is easy to follow |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | some questions make inferences to understand |
| 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 | Some discussion questions |

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

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Written for BEST |
| 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 | Written for complete Algebra 2 class |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Alignment is excellent 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 | Topics are stressed in importance |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Could use more complex/difficult problems in the practice sections |
| 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 | Excellent for a regular class, could use some more complex for Honors class |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | Content can be taught in allowed time |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Experts used |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | Experts used |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Accurate 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 | Objective 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 | Accurate 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 | factual content |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | 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 | Relevant context |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Relevant content |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Connections found: STEM projects |
| 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 |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and | 5 - Very Good Alignment | unbiased |

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

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Resources address struggling/ELL/differentiation |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Alignment is appropriate |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Organization is appropriate |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | Easy to follow and consistent order for each section |
| 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 |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid | 4 - Good Alignment | Would like to see more for disabilities |

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| students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers 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 | Overall presentation is easy to read and contains all necessary material |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Openers and STEM projects |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Algebra does have thread of graphing and solving, just have many functions to cover |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Clear 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 | Uses many formative assessment and differentiation digitally |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Digital and in print 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 | Great digital interactions |
| 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 | STEM projects |
| 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 | Thorough strategies |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Strategies are presented in one direction, could list other methods |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Print and digital assessments support differentiation with remediation to enrichment |
| 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 | Print and digital assessments support differentiation with remediation to enrichment |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Students' needs are addressed |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | MTRs are found and listed in each lesson |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | Very good support |

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

Reviewer's Name: Kadie Moretz

Title: enVision Florida B.E.S.T. Algebra 2

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 394

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 give this a 5 because as I mentioned above, students in my district are used to the format of this major tool. I like that it has a printed part and online parts. This way if students don't have technology, they won't get behind. I really like the idea of the progress monitoring online part, but I was not able to view it. In the future, I think it would be helpful if

we could view all parts of the major tool. Overall, this book would meet all of my criteria as an Algebra 2 teacher for my students.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|---|
| MA.912.AR.1.1 | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | 4 - Good Alignment | more mathematical than real-world context |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 5 - Very Good Alignment | level 2 and level 3 examples used |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 5 - Very Good Alignment | standard met |
| MA.912.AR.1.6 | Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials. | 5 - Very Good Alignment | I really like the mathematical modeling in 3 acts but wish I had access to the video. |
| MA.912.AR.1.8 | Rewrite a polynomial expression as a product of polynomials over the real or complex number system. | 4 - Good Alignment | standard met but only shows one method of factoring. I teach my students how to factor using different methods than the major tool. |
| 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 met |

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|--------------------------------|---|-------------------------|--|
| 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 | shows multiple methods of solving quadratic equations |
| MA.912.AR.3.3 | Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically. | 4 - Good Alignment | standard met |
| 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 | standard met but I only saw only example that used a table |
| 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 | standard met with multiple representations of domain and range |
| 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 | level 3 examples used and standard/vertex form used |
| 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 | standard met |
| 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. | 4 - Good Alignment | could have more examples |
| 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 | lacked solving examples |

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| 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 | standard thoroughly met |
| MA.912.AR.5.4 | Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | 4 - Good Alignment | lack of writing exponential functions from tables |
| 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 | standard met |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Clarification 3 not included in student edition package |
| 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 | standard met |
| 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 | standard met |
| 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 | standard met with level 2 and level 3 examples |
| 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 | standard met |

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| 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 | examples include square, cube, and 4th roots |
| 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 | transformations included |
| 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 | real-world context used |
| 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 | standard met |
| 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 | standard met |
| 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 | standard met |
| 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 | examples include linear, absolute value, and quadratic |
| 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. | 3 - Fair Alignment | only a few examples used to represent this standard |
| MA.912.AR.9.5 | Graph the solution set of a system of two-variable inequalities. | 5 - Very Good Alignment | standard met |

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| 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 | standard met |
| 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 | level 3 examples |
| 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 | level 3 examples |
| MA.912.F.1.1 | Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. | 4 - Good Alignment | would like to see more comparisons of linear, quadratic, and exponential used |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | standard met throughout the major tool |
| 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 | standard thoroughly met |
| 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 | transformations covered using multiple types of functions |
| 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 . | 4 - Good Alignment | standard met but I only saw $f(kx)$ used in one section of the major tool |

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| 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 | standard met |
| 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 | standard thoroughly covered |
| 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 | standard met |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 4 - Good Alignment | I wish there were more graphing examples used in the student practice section |
| 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. | 4 - Good Alignment | more examples of using composition of functions to verify that one function is the inverse of the other |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 3 - Fair Alignment | not a lot of comparing |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | standard met |
| 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 | 3 - Fair Alignment | not many examples used to cover this |

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| | between continuously compounded interest and exponential growth. | | |
| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 5 - Very Good Alignment | standard covered in multiple sections in the major tool |
| MA.912.NSO.1.5 | Add, subtract, multiply and divide algebraic expressions involving radicals. | 5 - Very Good Alignment | standard met with level 2 examples |
| 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 | standard met with level 2 examples |
| 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 | standard met with level 2 examples |
| 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 | many examples used to cover standard |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | standard met |

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| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>graphs, computing, and tables used throughout the major tool</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>this can be seen throughout each topic and in the mathematical modeling in 3 acts</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>5 - Very Good Alignment</p> | <p>standard met</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | this can be seen in the STEM pages, mathematical modeling in 3 acts pages, and at the beginning of each section |
| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | 5 - Very Good Alignment | standard met in each topic covered in the major tool |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | lots of real world context used throughout the major tool |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | standard met within each practice section at the end of a lesson |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | standard met |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | standard met throughout the major tool |

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| 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 | standard met |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | standard met |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | standard met |
| 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 | I was only able to view the major tool but on the online features of it. In the publisher's video, it stated there were online components with Spanish translations |

| 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 | met |
| 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 | From what I could view. I wish I could have viewed more of the online only options for the major tool |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | met |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | lots of details on each example within each topic |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | level 2-4 used when applicable |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | I do wish I could've viewed the online portions that are geared towards scaffolding |
| 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 | met and is adjustable if 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 | met |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | met |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | only putting a 4 because I did not check the accuracy of every single problem |
| 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 | met |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | met |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | to my knowledge |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | met |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | met |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | yes and students are familiar with the layout of this major tool. Our books in the past have been in this format. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | yes, lots of student related references 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 | yes, lots of student related references used |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | met |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | met |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | This major tool does a great job of covering every Algebra 2 B.E.S.T. math standards and does it in a way that's familiar with the students. |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | I want to give this a 5 but I wasn't able to see the assessment bank for teachers or any of the online components of the major tool |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | met |

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| 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 is typical of the order in which I currently teach Algebra 2 honors |
| 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 | met. I wish I was able to see how the online features incorporated this. |
| 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 | met |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | The publisher's video stated all of these were there but I wasn't able to view all of the features |
| 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 | Accessibility is met with a physical book and online book. The pacing is basically how I currently teach this subject. It's organized how students in my district are used to. It's also easily readable. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | especially seen in the mathematical modeling in 3 acts |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | met |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | the instructions are explicit and the practice problems tell the reader which already worked example they need to go back and look at to help them answer the question |

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| 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 | provide worked out examples |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | met |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | giving this a 4 for the physical activity |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | 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 | met |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | the majority of these strategies are what I already use |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | I'm putting a 4 because what I could see from the teacher's edition is blurry |
| 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 really wanted to see the progress monitoring strategies used for this online |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | met |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | met |

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| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p> | <p>5 - Very Good Alignment</p> | <p>Overall, the major tool has motivational strategies, teaches a few "Big Ideas", has explicit instructions, offers guidance and support, and targets instructional strategies.</p> |
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| Special Topics | Reviewer Rating | Rating Justification |
|---|--------------------------------|----------------------|
| <p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |

Reviewer's Name: Shruti Raman

Title: enVision Florida B.E.S.T. Algebra 2

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 394

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

Reviewer's Name: Jordan Adams

Title: Stats: Modeling the World

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

Author: Bock

Copyright: 2019

Edition: 5

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 395

| 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? | 3 - Fair Alignment | Pages 35 (race and college plans), 668 (racial profiling in policing), A-34 (discrimination in magnet school admissions), and A-73 ("too many" white police in NYPD compared to racial makeup of the community) may violate the rule's prohibitions about racism being embedded in society and legal systems and/or that race is the most important factor in considering an aspect of society. |

Reviewer's Name: Jordan Adams

Title: Stats: Modeling the World

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

Author: Bock

Copyright: 2019

Edition: 5

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 395

| 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? | 3 - Fair Alignment | Pages 35 (race and college plans), 668 (racial profiling in policing), A-34 (discrimination in magnet school admissions), and A-73 ("too many" white police in NYPD compared to racial makeup of the community) may violate the rule's prohibitions about racism being embedded in society and legal systems and/or that race is the most important factor in considering an aspect of society. |

UDL Reviewer's Name: David Davis

Title: Stats: Modeling the World

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

Author: Bock

Copyright: 2019

Edition: 5

Grade Level: 9-12

Course: [1210300 - Probability and Statistics Honors](#)

Bid ID: 395

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

Bid Response

• *Font - 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%. • Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,) We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.*

• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below. • Alt Tags – Navigation elements and content images have valid alternative descriptions. • Captioning – All student-facing videos are captioned. • Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

| | | |
|--|----------------------------|---|
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 2 - Poor Alignment | Publisher states that textbooks published prior to 2020 do not have consistent alt tags on images. This was published in 2019. Alt tags are needed for students who have visual needs and who need assistance understanding an image. |
| All videos are captioned. | 3 - Fair Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

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

Bid 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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. 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. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Julie Leofanti

Title: Stats: Modeling the World

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

Author: Bock

Copyright: 2019

Edition: 5

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 395

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.

Teacher and student materials appropriately address the BEST standards for this course.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|--------------------|---|
| 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 | Aligns appropriately (I assume p.124-123 means 124-126 in the notes) (p 125 has text on text and cannot be read) |
| 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 | Aligns appropriately (I assume p.124-123 means 124-126 in the notes) (p 125 has text on text and cannot be read) |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.DP.1.5 | Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately as measures of center and variability are addressed in each chapter (comparing means, two proportions, etc.) |
| MA.912.DP.2.2 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. | 4 - Good Alignment | Aligns appropriately |

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|-------------------------------|--|--------------------|----------------------|
| MA.912.DP.2.3 | Estimate population percentages from data that has been fit to the normal distribution. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.DP.3.3 | Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, | 4 - Good Alignment | Aligns appropriately |

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| | marginal and conditional relative frequencies in terms of a real-world context. | | |
| MA.912.DP.3.4 | Given a relative frequency table, construct and interpret a segmented bar graph. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 4 - Good Alignment | Aligns appropriately |

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| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 2 - Poor Alignment | permutations are not addressed |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.8 | Draw inferences about two populations using data and statistical analysis from two random samples. | 4 - Good Alignment | Aligns appropriately |

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| MA.912.DP.5.9 | Compare two treatments using data from an experiment in which the treatments are assigned randomly. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.10 | Determine whether differences between parameters are significant using simulations. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.1 | Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.2 | Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.3 | Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.4 | Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.5 | Solve real-world problems involving geometric distributions. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.6.7 | Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies | 4 - Good Alignment | Aligns appropriately |

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| | on the basis of the calculated expected values and standard deviations. | | |
| MA.912.DP.6.8 | Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator. | 4 - Good Alignment | Aligns appropriately |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |

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| | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | Aligns appropriately |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. | 4 - Good Alignment | Aligns appropriately |

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| | <ul style="list-style-type: none"> • 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 | Aligns appropriately |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |

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

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| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | Aligns appropriately |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Aligns appropriately |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | sufficient details provided |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | 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. | 4 - Good Alignment | level is 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 | level is appropriate |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | expert sources |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | sources contribute to quality |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | accurate representation |
| 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 | accurate representation |
| 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 | accurate representation |

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| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | accurate representation |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | up-to-date topics that connect to benchmarks |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | appropriate |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | appropriate |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | very meaningful context |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | meaningful content |
| 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 | fairly 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). | 4 - Good Alignment | appropriate |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | content covered appropriately |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | more interactive, hands-on would support a more comprehensive material |

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| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | aligns appropriately |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | organized appropriately |
| 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 are appropriate for content needs |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | pacing is appropriate |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | appropriate |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | good alignment |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | aligns appropriately |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | aligns appropriately |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | explicit instruction is appropriate |
| 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 | multimedia supports students in becoming independent |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | aligns appropriately |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | multimedia supports this as well as the interdisciplinary connections |
| 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 | appropriate |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | aligns appropriately |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | aligns appropriately |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | aligns appropriately |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | aligns appropriately |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | aligns appropriately |
| 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 | appropriately applicable |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | aligns appropriately |

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

Reviewer's Name: Kristina Platt

Title: Stats: Modeling the World

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

Author: Bock

Copyright: 2019

Edition: 5

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 395

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 a very comprehensive resource for teaching Stats.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|-------------------------|---|
| 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 | Standard is Aligned within the pages noted. |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| 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 | Standard is Aligned within the pages noted. |
| MA.912.DP.1.5 | Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| 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. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.2.2 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.2.3 | Estimate population percentages from data that has been fit to the normal distribution. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |

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| 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 | Standard is Aligned within the pages noted. |
| 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. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| 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 | Standard is Aligned within the pages noted. |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| 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 | Standard is Aligned within the pages noted. |
| 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 | Standard is Aligned within the pages noted. |
| MA.912.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| 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. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |

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| MA.912.DP.3.4 | Given a relative frequency table, construct and interpret a segmented bar graph. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |

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| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |

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| MA.912.DP.5.8 | Draw inferences about two populations using data and statistical analysis from two random samples. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.9 | Compare two treatments using data from an experiment in which the treatments are assigned randomly. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.10 | Determine whether differences between parameters are significant using simulations. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.6.1 | Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.6.2 | Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.6.3 | Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |
| MA.912.DP.6.4 | Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions. | 5 - Very Good Alignment | Standard is Aligned within the pages noted. |

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| MA.912.DP.6.5 | <p>Solve real-world problems involving geometric distributions.</p> | <p>5 - Very Good Alignment</p> | <p>Standard is Aligned within the pages noted.</p> |
| MA.912.DP.6.7 | <p>Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.</p> | <p>5 - Very Good Alignment</p> | <p>Standard is Aligned within the pages noted.</p> |
| MA.912.DP.6.8 | <p>Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.</p> | <p>5 - Very Good Alignment</p> | <p>Standard is Aligned within the pages noted.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, | <p>5 - Very Good Alignment</p> | <p>This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for</p> |

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| | <p>drawings, tables, graphs and equations.</p> <ul style="list-style-type: none"> • 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. | | different learning styles. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |

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| | <ul style="list-style-type: none"> Justify results by explaining methods and processes. Construct possible arguments based on evidence. | | |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | <p>This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | <p>This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles.</p> |

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| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles.</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>many citations for data and evidence.</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |
| ELA.K12.EE.6.1 | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |
| ELD.K12.ELL.MA.1 | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> | <p>5 - Very Good Alignment</p> | <p>Reading level appropriate.</p> |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Content is 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 | Content is Aligned. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Very Useful. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Sufficient details provided. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Content is 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 | Content is 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 | Materials adaptable to different time constraints. |
| 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 Aligned. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | Content is Aligned. |
| 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 witnessed. |

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| 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 witnessed. |
| 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 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 | No errors witnessed. |
| 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 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 relevant. |
| 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 relevant. |
| 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 is relevant. |
| 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 witnessed. |
| 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 | Content is appropriate. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Average of above. |

| 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 resources required by the teacher. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Yes |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Content is logical. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | Content is understandable. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | Content is understandable. |
| 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 includes the ability to take digital notes and create study flash cards. |
| 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 | Average of above. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes |

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| | | graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Yes. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | They do. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students |

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| | | are given great support for different learning styles. |
| 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 text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | They do. |
| 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 | They are. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | This text outlines multiple methods to set-up, solve, and interpret results. This includes graphing, computation, modeling, data sorting & TI technology support. Students are given great support for different learning styles. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Yes |

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| 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 | Average of above. |
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| Special Topics | Reviewer Rating | Rating Justification |
|--|-------------------------|----------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | CRT Not Present. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | CRT Not Present. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | CRT Not Present. |
| 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 Not Present. |

Reviewer's Name: Jonah Apel

Title: College Algebra and Trigonometry

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

Author: Lial

Copyright: 2021

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Readiness](#)

Bid ID: 396

| 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: David Davis

Title: College Algebra and Trigonometry

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

Author: Lial

Copyright: 2021

Edition: 7

Grade Level: 9-12

Course: [1200700 - Mathematics for College Algebra](#)

Bid ID: 396

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
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| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Detra Long

Title: College Algebra and Trigonometry

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

Author: Lial

Copyright: 2021

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Algebra](#)

Bid ID: 396

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.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.1.9 | Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 examples of how to graph a linear function, using various methods, are provided, at various levels. |
| 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 | Multiple linear models are provided, with both algebraic and graphing calculator solutions. |
| 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. | 3 - Fair Alignment | In my opinion, not enough emphasis is given concerning the features of the quadratic function. |

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| 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 | There are a number of examples of this standard, at various levels. |
| 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. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, though I only see solutions represented algebraically. |
| 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 | There are a number of mathematical examples of this standard, but I found no real-world applications. |
| 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 | There is a plethora of content covering 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 mathematical and real world examples are provided. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 | Multiple mathematical and real world examples are provided. |

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| MA.912.AR.5.8 | Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.7.1 | Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials, however, more attention should be given to explaining extraneous solutions. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 3 - Fair Alignment | While the topic of linear inequalities is addressed, the text mainly focuses on non-linear inequalities. |
| MA.912.AR.9.6 | Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.AR.9.10 | Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features | 4 - Good Alignment | There are a number of examples of this standard, at various |

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| | and determine constraints in terms of the context. | | levels, throughout the materials. |
| 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 | This standard is thoroughly addressed throughout the text. |
| 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 | This standard is thoroughly addressed throughout the text. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 . | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 . | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.F.2.4 | Given the graph or table of values of two or more transformations of a function, state | 4 - Good Alignment | There are a number of examples of this |

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| | the type of transformation and find the values of the real number that defines the transformation. | | standard, at various levels, throughout the materials. |
| 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. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.F.3.2 | Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |

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| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| 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 | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.912.NSO.1.7 | Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. | 4 - Good Alignment | There are a number of examples of this standard, at various levels, throughout the materials. |
| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> • 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 provides ample opportunities for students to be active learners both individually and collectively. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 4 - Good Alignment | Throughout the text there are multiple examples of concepts |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>presented in a variety of ways, allowing students to solve and examine problems using various methods.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Throughout the text there are ample opportunities for students to complete tasks that will help to maintain and improve mathematical fluency.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>4 - Good Alignment</p> | <p>There are multiple opportunities for the students to reflect on the concepts.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>The text provides repetition of concepts and provides connections between concepts so students are able to see and use patterns.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>4 - Good Alignment</p> | <p>The text demonstrates how students can assess their solutions using multiple tools, like graphing calculators.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Each section provides real-world examples that can be applied to every day life. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | Each section gives full explanations and justifications. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | This text is grade-level appropriate. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | This is appropriately addressed. |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 4 - Good Alignment | This is appropriately addressed. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Format examples are given throughout the text. |

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| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | The voice and tone are grade-level appropriate. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 2 - Poor Alignment | While this text does give alternate phrases or words for commonly misunderstood terms, the text is not offered in any language other than English. |

| 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 adequately addresses all of the standards at a level that is appropriate for the audience. |
| 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 appropriately written for the intended audience. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The instructional materials are appropriate for use in the classroom, and easily adaptable for any instructor. |
| 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 instructional materials provide ample practice and examples so that the students are able to master the content. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | The instructional materials provide ample practice and examples at multiple levels of complexities. |
| 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 instructional materials provide ample practice and examples at multiple levels of |

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| | | difficulty that are age and grade appropriate. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | The level is appropriate for the time period. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | The sources cited are appropriate for the subject. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | The sources cited are appropriate for the content. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I did not find any errors. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | I did not find any bias. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | The content was representative of the subject. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | I did not find any mistakes. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - 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 | The content appears to be relevant. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | The content is relevant for the intended audience. |
| 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 provides ample real-world examples. |

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| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 3 - Fair Alignment | The content includes 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). | 4 - Good Alignment | I found no unfair or biased 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 | I found no inappropriate portrayals. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | All benchmarks and standards are covered. |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | The materials has a number of examples and practice problems, in addition to access to My Math Lab for additional support. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | This is appropriately addressed. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | I found the organization to be 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 | The materials were written at the appropriate level for the learner. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | I found the pace to be appropriate. |

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| 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 materials contain all appropriate supports for students with special needs. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | The materials are appropriately presented for the intended audience. |

| Learning | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | This is appropriately addressed. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | The major themes are thoroughly taught. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | The examples are detailed and give clear steps. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | The examples include misconceptions and detailed steps. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | There are some alternate methods provided, and the online materials give other options. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | This is appropriately addressed. |
| 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 | I did not find any explicit organized activities, however, organized activities can be created from the materials. |

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| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | This is appropriately addressed. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | I found the instructional strategies to be appropriate. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | This is appropriately addressed. |
| 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 | This is appropriately addressed. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | This is appropriately addressed. |
| 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 | There are a number of word problems in each section that satisfies the ELA expectations. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | The materials presented appropriate satisfy the learning requirements for the course. |

| 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 prohibited concepts are included. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No prohibited concepts are included. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No prohibited concepts are included. |

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 prohibited concepts are included.

Reviewer's Name: Agnes Timar

Title: College Algebra and Trigonometry

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

Author: Lial

Copyright: 2021

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Algebra](#)

Bid ID: 396

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This textbook is very well written and has excellent mathematical values. However, this book is simply a print textbook that was somewhat digitalized for online use. The instructional videos explaining the sample exercises are outdated, boring, and lack motivation. The "animations" offer a slightly more exciting approach. A digital math textbook must

include interactive activities to fulfill the learning needs of our 21st-century students.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|---|
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Covers the standards and offers step-by-step explanation. |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 5 - Very Good Alignment | Many examples and practices. |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 5 - Very Good Alignment | aligned well. |
| MA.912.AR.1.9 | Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. | 5 - Very Good Alignment | Great 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 | Scaffolded introduction and pays attention to key features. |
| 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 | Limited real life applications. |
| 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 | Clear explanation of the concept |

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| 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 | Relevant real-world problems. |
| 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 | Clear explanations |
| 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 | Many excellent mathematical explanations including key features. Limited real world applications. |
| 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 | well explained. |
| 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 | Examples of mathematical as well as real-world applications. |
| 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 | Key features are explained and practices offered. |
| 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 | Relevant real-world applications. |
| 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 | Well aligned. |

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| 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 | Well aligned. |
| 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 | Clear teaching, adequate number of practice offered. |
| 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 | Well aligned. |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 5 - Very Good Alignment | Great explanation of the concept. Helpful diagrams. |
| 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 | Linear programming exercises. |
| 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. | 4 - Good Alignment | Focuses on mathematical problems, some 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 | Very well aligned. |
| 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 | Clear explanations, plenty problems. |
| 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. | 5 - Very Good Alignment | Average rate of change is explained mathematically and |

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| | | | using real-world problems. |
| 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 | Well presented. |
| 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 | Well presented. |
| 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 | Well presented. |
| 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 | Transformations well presented. |
| MA.912.F.2.4 | Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation. | 5 - Very Good Alignment | Great number of practice problems |
| 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 | Focused explanation, plenty of examples and problems. |
| 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 | Operations of functions explained in details. |

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| 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 | Key features including domain and range are well explained. |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 5 - Very Good Alignment | Thorough explanation with helpful diagrams. |
| 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 | Well designed. |
| 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 | Topic repeated throughout book. |
| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 5 - Very Good Alignment | Excellent explanation of the concept. Very helpful "Caution" alerts. |
| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 5 - Very Good Alignment | Well aligned. |
| 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 | Plenty of practice. |
| 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 | Plenty of practice. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. | 5 - Very Good Alignment | References throughout the book. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>References throughout the book.</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. | <p>5 - Very Good Alignment</p> | <p>References throughout the book. Excellent practice problems.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | More explanations, less investigations. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Well aligned. |

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| | <ul style="list-style-type: none"> • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | Supports Mathematical Thinking |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Concept reviews and concept checks help with understanding. The book focuses on mathematical understanding. Should offer more investigative, real world scenarios. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Well aligned. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Adequate complexity. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | The book explains the topic well. However, lacks probing questions. |
| 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 material can be taught in a collaborative manner. |
| 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. | 5 - Very Good Alignment | Throughout the book. |
| 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 explained mathematical terminology. |

| 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 | Covered the standards thoroughly. |
| 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 | Adequate skill level. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Adaptable. Well designed teachers' guide. |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Very clear explanation. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | All levels of difficulty are represented. Plenty of easy, medium, and high-level problems are offered. |
| 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 | math 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 | The material can be taught in the time allotted. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Focuses on mathematical information over real-world applications. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Focuses on mathematical information over real-world applications. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Accurate and free of errors. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Accurate. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Excellent explanation of the topics. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Accurate. |

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| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | More relevant, current, and engaging real-world problems are needed. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | More investigation and less fact-presenting are needed. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | More probing questions and investigations are needed. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | More real-world scenarios are needed. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Most material presented in a factual, "dry" manner. |
| 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 | Not biased. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Considerate. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | 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 | Textbook alone is not comprehensive. According to questionnaire, MyMathLab offers additional resources. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | MyMathLab is listed as a major tool but not reviewed. |

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| 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 topics are logically organized. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 3 - Fair Alignment | Instructional videos are not 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 | Well presented. |
| 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 publisher relies on browser's text to speech (TTS) feature that is cumbersome to use and does not read some of the mathematical functions correctly. a |
| 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 | Traditional textbook presentation of the material. Outdated lecture video presentation. No interactive components. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | This material has great mathematical value, however, lacks motivational strategies. Very outdated video examples. "Animations" are very basic voice recorded materials. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Ideas are well explained. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Very clear mathematical statements. |

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| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>4 - Good Alignment</p> | <p>If students read all the printed material and watch the videos, they would be able to become independent learners. However, the material lacks any features that would inspire the students to learn on their own.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>3 - Fair Alignment</p> | <p>The instructional material is a digitized textbook. Does not offer any interactive material that would deepen students understanding. The videos, if they were more exiting, would help some learners.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>3 - Fair Alignment</p> | <p>Must include interactive materials.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>4 - Good Alignment</p> | <p>Static, yet well designed problems of varying difficulties.</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>4 - Good Alignment</p> | <p>Well explained topics.</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>3 - Fair Alignment</p> | <p>Traditional and outdated instructional strategies.</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>Good Assessments, plenty of problems, great summaries.</p> |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>4 - Good Alignment</p> | <p>Great summative assessments.</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>4 - Good Alignment</p> | <p>Offers a great variety of exercises.</p> |

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| 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 | Supports Mathematical thinking. |
| 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 | Great mathematical values. Lacks 21st century features and motivation. |

| 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 Found. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | None Found. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | None Found. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | None Found. |

Reviewer's Name: Jonah Apel

Title: Algebra and Trigonometry

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Readiness](#)

Bid ID: 397

| 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? | 2 - Poor Alignment | I found several places where CRT could be said to be present, albeit usually indirectly. (All page numbers are from the teacher version). On page 1, the books says that algebra is a language that describes the world and tells us about things including "racial bias." (It also says it will cover "ethnic diversity in the US", which it uses in a practice problem on page 91, but the example seems relatively harmless). On page 51, the book defines polynomials by the example of an "implicit" racial bias test (called Project Implicit) by |

which "2 million people have tested their racial prejudice... most groups' average scores fall between 'slight' and 'moderate' bias, but the differences among age groups are intriguing." The exercise problem is on page 61. The numbers come from Project Implicit, a real-world organization whose mission is to educate people that people and institutions unconsciously have implicit racial prejudice. On pages 214-215, problem 103 graphs people who support laws against interracial marriage by decade. However, unrelated to the graphs, the problem goes out of its way to mention the Supreme Court decision on same-sex marriage, making an analogy that opposing the legalization of same-sex marriage is like the opposition to interracial marriage. In another odd example, on page 533 problem 51 asks students to graph "Percentage who don't approve of Marriage Equality" by generation along with "Percentage who won't try sushi." While I'm not sure this specifically applies to critical race theory, because it involves LGBTQ military servicemembers. On page 281, exercises 27-28 ask students to graph the number of LGBTQ servicemembers being discharged from the military under a "Don't ask, don't tell" policy.

Reviewer's Name: Carl Clark

Title: Algebra and Trigonometry

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Algebra](#)

Bid ID: 397

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 a good curriculum tool for the level and topics covered. Its only notable deficiency is that there is a lot of extraneous material in the package.

| Standard | Description | Reviewer Rating | Rating Justification |
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| AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Fully Meets Requirement. |
| AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 3 - Fair Alignment | Met stated objective, but not intent. All examples and all but four of hundreds of problems use integers. Yes, an integer is a rational number, but when mathematicians discuss rational numbers as it pertains to education we mean fractions and decimals. |
| AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 5 - Very Good Alignment | Fully Meets Requirement. |
| AR.1.9 | Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |
| AR.3.7 | Given a table, equation or written description of | 4 - Good Alignment | Minimal interpretation. |

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| | a quadratic function, graph that function, and determine and interpret its key features. | | |
| 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 | Minimal interpretation. |
| 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 | Fully Meets Requirement. |
| 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 | No application problems found. |
| 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 | Fully Meets Requirement. |
| AR.5.4 | Write an exponential function to represent a relationship between | 5 - Very Good Alignment | Fully Meets Requirement. |

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| | two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | | |
| 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 | Fully Meets Requirement. |
| AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 3 - Fair Alignment | Does not determine constraints. No discussion on the unsustainability of exponential growth. Watch to the 6:34 mark of third video: https://www.youtube.com/watch?v=CFyOw9IgtjY&list=PL580F6DB7401908BE& This should be required for all math classes. |
| 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 | Fully Meets Requirement. |
| AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Minimal real-world problems. |
| AR.7.1 | Solve one-variable radical equations. Interpret solutions as viable in terms of | 5 - Very Good Alignment | Fully Meets Requirement. |

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| | context and identify any extraneous solutions. | | |
| 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 | Fully Meets Requirement. |
| AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |
| 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. | 4 - Good Alignment | Minimal Real-world practice problems. |
| 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 | Fully Meets Requirement. |

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| .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 | Fully Meets Requirement. |
| .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. | 5 - Very Good Alignment | Fully Meets Requirement. |
| .F.1.6 | Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Fully Meets Requirement. |
| .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 | Fully Meets Requirement. |
| .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 | Fully Meets Requirement. |
| .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 | 5 - Very Good Alignment | Fully Meets Requirement. |

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| | type of transformation and find the value of the real number k . | | |
| .F.2.4 | Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation. | 5 - Very Good Alignment | Fully Meets Requirement. |
| .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 | Fully Meets Requirement. |
| .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 | Fully Meets Requirement. |
| .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 | Fully Meets Requirement. |

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| F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 4 - Good Alignment | No practice problems for analyzing a table. |
| 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 | Fully Meets Requirement. This only receives "very good" because of the "or." See above. |
| 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 | Fully Meets Requirement. |
| NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 5 - Very Good Alignment | Fully Meets Requirement. |
| NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |

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| .NSO.1.7 | <p>Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.</p> | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |
| .MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |

[.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

Fully Meets Requirement.

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| <p>.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |
| <p>.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the</p> | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |

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| | <p>mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | | |
| <p>.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |

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| | <ul style="list-style-type: none"> • 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. | | |
| <p>.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |

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| | <ul style="list-style-type: none"> • 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. | | |
| .MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | <p>5 - Very Good Alignment</p> | <p>Fully Meets Requirement.</p> |

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| | accuracy or efficiency. | | |
| 2.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2.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 | Fully Meets Requirement. |

| 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 but two earned 4 or 5, and the two earned 3. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 5 - Very Good Alignment | The text appears accessible to Grades 9-12 based on prose and style. The rigor is also appropriate for high school curriculum. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The material presented offer a full curriculum package. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Excellent examples provided and help resources imbedded in eBook. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | The rigor is appropriate for preparing students for college level work. |
| 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 | This is a college textbook being repurposed for high schools. |
| 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 | As with all K-20 curriculum, the coverage is too broad, but that is not the publisher's fault... Thus, time limitations may require skipping some sections. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Most of the reviewers are college level mathematicians. |
| 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 | Most of the reviewers are college level mathematicians. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I did not note any issues while reviewing. |

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| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | I did not note any issues while reviewing. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | I did not note any issues while reviewing. |
| 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 note any issues while reviewing. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Yes. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | This book is a wrecking ball where a hammer is needed. The book is written for a college level precalculus class covering algebra and trigonometry. There is a lot of extra material. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Yes. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Although some applications are used, this level of Algebra does not always align with real-world applications. This is the algebra needed to succeed in Calculus, which does align to real-world applications. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | See above. |
| 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 | None noted. |

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| 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 question appears irrelevant to a mathematics textbook. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Yes. |

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

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| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | I did not rate very good because of the extraneous materials. |
|---|--------------------|---|

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | There is not a lot of physical activity in math classes, except writing. |
| 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 | Fully Meets Requirement. |
| 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 | Fully Meets Requirement. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Fully Meets Requirement. |

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| 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 | Fully Meets Requirement. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Fully Meets Requirement. |
| 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 | It is a math textbook. I found no evidence of any instruction or indoctrination of social issues. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | It is a math textbook. I found no evidence of any instruction or indoctrination of social issues. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | It is a math textbook. I found no evidence of any instruction or indoctrination of social issues. |
| 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 a math textbook. I found no evidence of any instruction or indoctrination of social issues. |

UDL Reviewer's Name: David Davis

Title: Algebra and Trigonometry

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [1200700 - Mathematics for College Algebra](#)

Bid ID: 397

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Rebecca Devor

Title: Algebra and Trigonometry

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Algebra](#)

Bid ID: 397

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.

Strengths: Practice and examples for algebraic problems are well represented. Weaknesses: Standards/Benchmarks that ask students analyze vocabulary and concepts are underrepresented. (AR.1.1) Full standards are not represented. All forms of representation are not presented (AR.2.4, AR.3.7) Applications are within text, but not enough

examples and practice are provided. Benchmarks that ask students to solve and explain solutions in context are not fully represented. Many of the NSO.1.7 Benchmarks are not met.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|----------------------------|---|
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 1 - Very Poor/No Alignment | Most of the mentioned pages as students to solve equations and not interpret their parts as described in the benchmark. |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 5 - Very Good Alignment | This benchmark is well met. |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 5 - Very Good Alignment | This benchmark is well met. |
| 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 | A wide variety of examples and practice is provided. |
| 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 | Tables are not represented for students to write linear functions of. |
| 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 | Benchmark is presented, but not enough examples or practice is presented. |

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| 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. | 3 - Fair Alignment | Benchmark is not found on these pages. It is found in Section 3.1. No tables are presented. |
| 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 | Benchmark is presented, but more practice and support is needed. |
| 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 | Benchmark well met. |
| 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 | One example given. Plenty of graphing practice. Solving absolute value equations is not presented in these pages, only graphing. |
| 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 | Benchmark well met. |
| 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 | The book does not include only has students graph given an equation. It does not include tables. It has a few given a graph, but no examples. |
| MA.912.AR.5.6 | Given a table, equation or written description of an exponential function, graph that function and determine its key features. | 2 - Poor Alignment | The book only has students graph from an equation. No tables or descriptions are given. |

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| 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 | Benchmark is well met. |
| 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 | Not enough examples are provided. No, tables or written descriptions are given. |
| 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 | Benchmark is well met. |
| 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 | Students are not asked to interpret solutions in context. |
| 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 | Standard and Benchmark are met. More problems in context should be presented. |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 5 - Very Good Alignment | Benchmark & Standard well met. |
| 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 | Benchmark & Standard well met. |
| 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. | 5 - Very Good Alignment | Benchmark & Standard well met. |

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| MA.912.F.1.1 | <p>Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.</p> | <p>4 - Good Alignment</p> | <p>One example in mathematical and one example in real-world context was found. Not enough real life problems for practice were provided.</p> |
| MA.912.F.1.2 | <p>Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.</p> | <p>5 - Very Good Alignment</p> | <p>This is provided in all units.</p> |
| MA.912.F.1.3 | <p>Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.</p> | <p>2 - Poor Alignment</p> | <p>One real life example was given. Only a problem with the graph is provided. Algebraic and table real life situations were not asked.</p> |
| MA.912.F.1.6 | <p>Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.</p> | <p>1 - Very Poor/No Alignment</p> | <p>While the solutions to examples use the word compare. Students are not asked to directly compare key features & all examples are given as equations and graphs. The benchmark is not met.</p> |
| MA.912.F.2.1 | <p>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.</p> | <p>3 - Fair Alignment</p> | <p>Only graphs are given to meet his standard. Tables are not.</p> |
| MA.912.F.2.2 | <p>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.</p> | <p>4 - Good Alignment</p> | <p>Benchmark is met. This is done within graphing, but not directly asked.</p> |

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| MA.912.F.2.3 | Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, state the type of transformation and find the value of the real number k . | 1 - Very Poor/No Alignment | This standard is not met. The students are only asked to graph transformations. |
| MA.912.F.2.4 | Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation. | 1 - Very Poor/No Alignment | Students are not asked to describe transformations. No tables are given. |
| 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. | 3 - Fair Alignment | No tables are given. Students are asked to graph only not to make a table or equation. |
| 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. | 3 - Fair Alignment | Ample examples are given in mathematical form, very little in real-world context. |
| 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. | 3 - Fair Alignment | No tables given. |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 4 - Good Alignment | No tables are given. Just sets of order paired. |
| 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. | 4 - Good Alignment | All parts of the benchmark are met except for asking students to use a table. |
| 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 | 1 - Very Poor/No Alignment | Benchmark not met. |

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| | equivalent numerical expressions involving rational exponents. | | |
| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 1 - Very Poor/No Alignment | Benchmark not met. |
| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 5 - Very Good Alignment | Benchmark is addressed. |
| MA.912.NSO.1.6 | Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. | 1 - Very Poor/No Alignment | Benchmark not met in the mentioned sections. |
| MA.912.NSO.1.7 | Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. | 1 - Very Poor/No Alignment | Benchmark not met in the mentioned |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 opportunities for discovery. It is not specifically provided opportunities for collaborative or group work. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 3 - Fair Alignment | Algebraic, Creating graphs, and some applications are provided. There should be more applications & asking |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>students to analyzing tables as requested in many benchmarks.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>There are many sections that allow students to work on mathematical fluency.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>2 - Poor Alignment</p> | <p>There are very few problems and activities that encourage/require discussion.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Students need more opportunity to look for patterns. Tables are lacking.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>3 - Fair Alignment</p> | <p>Students are not directly ask to consider if solutions are reasonable. They are asked to check their answers, and occasionally interpret in applications.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | More practice needs to be provided. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Benchmark well met. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Benchmark well met. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Benchmark well met. |
| 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 | Benchmark well met. |

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| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Benchmark well met. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Benchmark well met. |
| 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 | Benchmark well met. |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Several benchmarks missing, and not all are complete. |
| 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 skill level is appropriate. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 3 - Fair Alignment | A lot of material will need to be supplemented for incomplete and missing 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 | Materials that are presented are sufficient. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Levels of Complexity 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 | Content 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 | Appropriate for the amount of time provided. |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Sources are appropriate. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | Sources improve content. |
| 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 present appropriately. |
| 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 objectively. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Content is accurate. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Content is accurate. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Content is up-to-date. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Content is appropriate. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Content is relevant. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Content includes 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. | 4 - Good Alignment | Content includes interdisciplinary connections where appropriate. More could be done in sections like piecewise functions. |

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| 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 is well representative. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Material is well representative. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 3 - Fair Alignment | Standards and benchmarks are incomplete. What is provided is well done. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Well met. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Well met. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Well met. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Some problems and sections start in the middle of pages, which makes it hard to follow. |
| 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 met. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with | 5 - Very Good Alignment | Well met. |

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| the material. (For assistance refer to the answers 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 | Well met. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | There are no direct motivational strategies. Blitzer corner's are cute. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Some sections teach a lot of topics in one, which can be overwhelming. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Outcomes and instructions are well stated. |
| 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 | No direct or explicit guidance or activities is given. Small reminders and hints are given in the margins. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Most problems help address different learning styles. Having more exploring, applications, and tables would be good to meet the benchmarks in a more meaningful way. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | No physical activity is seen directly beyond individually working problems. |
| 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 | Only Practice Sections is presented. |

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| 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 | Not many targeted strategies are mentioned directly, but problems vary. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Well met. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Well met. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Well met. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | UDL 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? | 3 - Fair Alignment | ELA is met, MTR's are not all present in the book. |
| 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, in general. |

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

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| 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 social emotional learning. |
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Reviewer's Name: Julie Leofanti

Title: Algebra and Trigonometry

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Algebra](#)

Bid ID: 397

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.

Aligns well with benchmarks but notes from publisher consistently had additional pages listed that did not always correspond with listed benchmarks. Material is appropriate to content that should be addressed within this course and allows proper supports and scaffolds with content.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 4 - Good Alignment | Aligns Appropriately |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | 3 - Fair Alignment | Chapter P.5, p. 175-175, and 437 has a focus on factoring/solving and not necessarily adding, subtracting and multiplying polynomial expressions (occasionally an example is seen where there are operations of polynomials). The other pages are appropriate to the benchmark. |
| MA.912.AR.1.5 | Divide polynomial expressions using long division, synthetic division or algebraic manipulation. | 4 - Good Alignment | Aligns Appropriately |
| MA.912.AR.1.9 | Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. | 4 - Good Alignment | note: p 122 is unavailable to view. Aligns Appropriately |
| 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. | 4 - Good Alignment | Aligns Appropriately |
| 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 | Aligns Appropriately |

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| MA.912.AR.3.7 | <p>Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.</p> | <p>3 - Fair Alignment</p> | <p>p 446-447 focus on linear functions, not quadratic in connection with direct variation. P450-452 do not have quadratic functions.</p> |
| MA.912.AR.3.8 | <p>Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.</p> | <p>4 - Good Alignment</p> | <p>p 446-447 focus on linear functions, not quadratic in connection with direct variation. P450-452 do not have quadratic functions.</p> |
| MA.912.AR.4.2 | <p>Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.</p> | <p>3 - Fair Alignment</p> | <p>Plenty of solving and graphing but no evidence of writing one-variable absolute value inequalities.</p> |
| MA.912.AR.4.4 | <p>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.</p> | <p>3 - Fair Alignment</p> | <p>no real-world problems addressed</p> |
| MA.912.AR.5.2 | <p>Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.</p> | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |
| MA.912.AR.5.4 | <p>Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.</p> | <p>3 - Fair Alignment</p> | <p>The only pages where writing an exponential function is addressed is p. 475, 477, 478, 514, 517, 518, and 521-536. The others involve solving and other miscellaneous skills with no writing involved.</p> |

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| 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 | p. 466-467, 31-32, 486 do not include this benchmark. |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.AR.5.8 | Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. | 4 - Good Alignment | Aligns appropriately |
| MA.912.AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.AR.7.1 | Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions. | 4 - Good Alignment | Aligns appropriately |
| 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 | p. 122 is blank and will not load. Aligns appropriately |
| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities. | 4 - Good Alignment | p. 882-884 do not address systems of linear inequalities in 2-variables. The remainder aligns appropriately. |
| MA.912.AR.9.6 | Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. | 4 - Good Alignment | Aligns appropriately |
| MA.912.AR.9.10 | Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features | 3 - Fair Alignment | Aligns appropriately |

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| | and determine constraints in terms of the context. | | |
| 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 | p96-107, 218-223, 226-236 do not address the different function types appropriately (It may address graphing and finding solutions to an equation or evaluating but no focus on the type of function). The remainder aligns appropriately |
| 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 | Aligns appropriately |
| 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 | Aligns appropriately |
| 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 | Aligns appropriately |
| 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 . | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| 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 $f(x+k)$, | 4 - Good Alignment | Aligns appropriately |

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| | state the type of transformation and find the value of the real number k . | | |
| MA.912.F.2.4 | Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation. | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| MA.912.F.3.2 | Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| MA.912.F.3.6 | Determine whether an inverse function exists by analyzing tables, graphs and equations. | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |

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| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 4 - Good Alignment | Aligns appropriately |
| MA.912.NSO.1.3 | Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.NSO.1.7 | Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. | 4 - Good Alignment | Aligns appropriately |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. | 4 - Good Alignment | Aligns appropriately |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Aligns appropriately |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. | 4 - Good Alignment | Aligns appropriately |

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| | <ul style="list-style-type: none"> 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. | 4 - Good Alignment | Aligns appropriately |

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| | <ul style="list-style-type: none"> Evaluate results based on the given context. | | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 3 - Fair Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | Aligns well besides additional pages listed for benchmarks not necessarily addressed on all pages. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | Aligns appropriately |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 3 - Fair Alignment | Aligns appropriately |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | Aligns appropriately |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Aligns appropriately |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | Aligns appropriately |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | Aligns appropriately |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | appropriate |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | appropriate |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | Aligns appropriately |

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

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

| Learning | Reviewer Rating | Rating Justification |
|---|--------------------|----------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Aligns appropriately |

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| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Aligns appropriately |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Aligns appropriately |
| 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 | appropriate |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | appropriate |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Aligns appropriately |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Aligns appropriately |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Aligns appropriately |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Aligns appropriately |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Aligns appropriately |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or | 4 - Good Alignment | Aligns appropriately |

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

| Special Topics | Reviewer Rating | Rating Justification |
|--|--------------------|----------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 4 - Good Alignment | Aligns appropriately |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 3 - Fair Alignment | Aligns appropriately |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | Aligns appropriately |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 4 - Good Alignment | Aligns appropriately |

Reviewer's Name: Jeffery Baugus

Title: Stats In Your World

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

Author: Bock

Copyright: 2020

Edition: 3

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 398

| 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? | 3 - Fair Alignment | Ch. 1 pg 6 left margin on bottom; pg.32 #34; p. 352 Just Checking section - refers to "gender identity" - occurs for other problems when referencing gender as a variable in the experiment; p. 354 - Just Checking - gender identity; p. 449 # 1; p. 453 #40; p. 524 bottom of page; p. 547 race in two way table (note footnote and url offered); 549-551 commentary; p. 556 #5; p. 559 #29; p. 561 #40 |

UDL Reviewer's Name: David Davis

Title: Stats In Your World

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

Author: Bock

Copyright: 2020

Edition: 3

Grade Level: 9-12

Course: [1210305 - Mathematics for College Statistics](#)

Bid ID: 398

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Rebecca Lee

Title: Stats In Your World

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

Author: Bock

Copyright: 2020

Edition: 3

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 398

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.

Most of the standards I rated a 4 or 5. There are a few standards that will need to be supplemented.

| 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 | Lots of notes and practice |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Lots of notes and practice |
| 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 | Only practice with the graphing calculator is provided |
| 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 | Lots of notes and practice |
| 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 | Lots of notes and practice |
| 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 | Univariate and bivariate data is used under other names, however neither of those vocabulary words are present |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | There is a section devoted to this standard as well as being throughout the book |
| MA.912.DP.2.1 | For two or more sets of numerical univariate data, calculate and compare the appropriate | 4 - Good Alignment | The comparison graphs are present. |

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| | measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution. | | Just no mention of bivariate and univariate as vocabulary words. |
| 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 | Great calculator directions and nice real world problems. Practice lacking for non-calculator work |
| 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. | 5 - Very Good Alignment | Good notes and practice |
| 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 | Good notes and practice; Nice matching activity |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 4 - Good Alignment | Good notes but lacking practice - only two problems |
| 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. | 2 - Poor Alignment | Use of graphing function to straighten but no mention of using logs. The standard says to use logs. |
| 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 | Description of two-way tables but no mention of joint or marginal frequencies |
| 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 | Vocabulary lacking |

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| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 4 - Good Alignment | Vocabulary lacking |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | Vocabulary lacking |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | Good notes and practice |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | Good notes and practice |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Good notes and practice |

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| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether | 5 - Very Good Alignment | Good examples |

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| | a valid sampling method was used; or interpreting provided statistics. | | |
| 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. | 2 - Poor Alignment | Input, output and domain are not covered |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | Good notes and practice |
| 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 | Percents and decimals are covered. Money relation will have to be supplemented. |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 1 - Very Poor/No Alignment | I could not find evidence of weighed averages with spreadsheets. |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | Good notes and practice |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | Good notes and practice |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | What did you learn at the back of the chapters is a good summary. |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Tables, graphs and algebra problems present |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Good notes and practice |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Opportunities are presented</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Plenty of pattern practice</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Plenty of practice</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Lots of real world examples</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Good notes and practice</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>Grade level material</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>4 - Good Alignment</p> | <p>Good notes and practice</p> |

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| 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 | Good notes and practice |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Good notes and practice |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Good notes and practice |
| 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 | This standard needs more support. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | Very few standards will need to be supplemented. |
| 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 at the correct skill level. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Notes, examples, problems, and summaries are present. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Notes, examples, problems, and summaries are present. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | 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 | Some content is at a high level but most are grade level. |

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| 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 line is appropriate |
| 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 citation |
| 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 were appropriate |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Didn't notice any mistakes |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 4 - Good Alignment | free from bias |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | good representation |
| 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 accurate |
| 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 current |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Material is relevant |
| 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 relevant |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Lots and lots of connections |

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| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Lots of 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 | It is unbiased. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Material is humane. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Good alignment |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Good examples, notes and each chapter has a summary. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Aligned well |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | 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. | 4 - Good Alignment | Most examples are interesting and 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 | Pacing is appropriate. |

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| 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 | Study cards are available, notes can be taken online, text can be enlarged. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | Presentation is appropriate. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Most material is engaging. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Units are appropriate for learning. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Most information is clear. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | Notes can be taken online, text can be enlarged, flash cards can be made |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | A variety of presentations are present. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Most of the material is engaging. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | Organized well. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Notes can be taken online, text can be enlarged, flash cards can be made |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Instruction is appropriate. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Correlated to assesment |
| 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 | Material effective. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Notes can be taken online, text can be enlarged, flash cards can be made |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | Appropriate |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Good alignment |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 4 - Good Alignment | Critical race not discussed |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | CRT not present |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | Social justice is not present. |
| 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 | SEL not present |

Reviewer's Name: Virginia Snyder

Title: Stats In Your World

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

Author: Bock

Copyright: 2020

Edition: 3

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 398

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.

There are some missed benchmarks, but the material is easily supplemented. We would need to ensure that teachers are aware of the gaps in information. There is some material that goes beyond the scope and sequence of the course (making it possibly more suitable for an honors level of the course) but would still be usable with Math

for College Statistics. Overall, the submission satisfies the Presentation requirements by allowing all students access, and being easily adaptable by instructors to use in the classroom. According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles. Although the text clearly lays out information and summaries of what students have learned at the end of each section, this information is not frontloaded for student to preview what is expected of them at the beginning of each lesson.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Met consistently throughout the text; with each new formula, the parts of the equation or expression are defined in terms of a mathematical or real-world context |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Throughout the text, students are guided through rearranging equations to isolate new quantities of interest (eg. variance and standard deviation) |
| 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 | Clarifications met and continuously used; eg least-squares regression |

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| 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 | Clarifications met; exponential and power models and regression |
| 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 | Benchmark and clarifications not met; no specific mention of univariate or bivariate data (use of this terminology); no use of joint frequency tables or relative frequency tables |
| 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. | 3 - Fair Alignment | Benchmark not met; technology used, but no mention of univariate or bivariate data |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | Clearly defined with multiple real-world examples (eg pg 157) |
| 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. | 5 - Very Good Alignment | Clarifications met, complete with use of technology (eg pg 71) |
| 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 | Clarifications met; technology included pg 190 |
| 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. | 5 - Very Good Alignment | Met beginning pg. 177; analyzing residual models |

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| 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 | Clarifications met; correlation strength discussed with multiple real-world examples |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | Technology used to find correlation starting on page 155 |
| 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. | 4 - Good Alignment | Clarification 1 not met; linear transformation of a regression line not found in text |
| 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 | Benchmark clarifications not met; students are always given completed tables, not asked to find missing or unknown conditional values |
| MA.912.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. | 2 - Poor Alignment | Benchmark not met; students are not asked to construct a two-way table given data, but this is easily supplemented |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | Clarifications met; multiple real-world examples are used to make the connections between data and probability |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises |

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| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises; eg pg 357 |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises; eg pg 350 |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises; eg pg 357 |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | Clarifications met with multiple examples and real-world exercises |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises; formulas analyzed |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises |

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| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Met with multiple examples and real-world exercises; eg pg 314-318 |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Met with definitions and multiple examples (beginning pg 236) |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Met with multiple examples and real-world application (pg 238) |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 3 - Fair Alignment | Benchmark clarifications not met; no mention of judgement sampling or quota |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | Thoroughly discussed with real-world references (pg 399) |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Met with multiple examples, exercises, and real-world applications |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Met with multiple examples, exercises, and real-world applications |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Clarifications met (page 237-275) |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether | 5 - Very Good Alignment | This benchmark and clarification is met throughout the text with many real-world applications being |

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| | a valid sampling method was used; or interpreting provided statistics. | | used, analyzed, and interpreted |
| 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 | Clarifications met; used throughout the text as new formulas are introduced and evaluated |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | Clarifications met; each model is discussed individually, and then the text discusses choosing which model is the best (pg 221-231) |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | Clarifications met and discussed throughout the text with real-world applications |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 5 - Very Good Alignment | Met and discussed throughout the text. "TI Tips" are included to guide students through using technology |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | Met with notation, mathematical vocabulary and multiple examples and exercises (pg 331-333) |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | Met with notation, mathematical vocabulary and multiple examples and exercises (pg 331-333) |

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| <p>MA.K12.MTR.1.1</p> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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. | <p>5 - Very Good Alignment</p> | <p>Students are guided through examples with new content, complete with "Step-by-Step Examples" that ask students to "Think", "Question", "Plan" and "Conclude"</p> |
| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>5 - Very Good Alignment</p> | <p>With various topics, students are encouraged to sketch out the data; this reaches from graphs and charts with data to tree diagrams and venn diagrams with probability</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> | <p>5 - Very Good Alignment</p> | <p>Many of the topics students learn in Statistics stem from previous knowledge. Because of this, there is often more than</p> |

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| | <ul style="list-style-type: none"> • 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. | | <p>one method to complete a statistical calculation whether by hand or technology. Students are able to learn these methods and determine the one that is best for them</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Justification is the name of the game is statistics. Students are continuously asked to communicate their discoveries both with their peers and in writing.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. | <p>5 - Very Good Alignment</p> | <p>Students are guided through examples with new content, complete with "Step-by-Step Examples" that ask students to "Think", "Question", "Plan" and "Conclude"</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Justification is the name of the game in statistics. Students are continuously asked to communicate their discoveries both with their peers and in writing.</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | <p>5 - Very Good Alignment</p> | <p>Almost every example and exercise in the text stems from a real-world example, preparing students for how statistics is used in the real-world.</p> |

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| | methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Justification is the name of the game is statistics. Students are continuously asked to communicate their discoveries both with their peers and in writing. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Throughout the text, students are given strategies to decipher and interpret text and data |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Another core concept of statistics; students are continuously making inferences about and using data |
| 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 | Key to statistics, clear and concise communication is taught and stress throughout the course. Students are continuously taught how the words we use matter and the importance of using correct mathematical vocabulary |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Students are guided through examples with new content, complete with "Step-by-Step Examples" that ask students to |

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| | | | "Think", "Question", "Plan" and "Conclude" in ways that help students create quality work |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Key to statistics, clear and concise communication is taught and stress throughout the course. Students are continuously taught how the words we use matter and the importance of using correct mathematical 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 | There are no specific materials available for ELL students; no materials are available in languages other than English. It is up to students/teachers to create these resources if needed. |

| 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 | There are some missed benchmarks, but the material is easily supplemented. We would need to ensure that teachers are aware of the gaps in information |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | There is some material that goes beyond the scope and sequence of the course |

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| | | (making it possibly more suitable for an honors level of the course) but would still be usable with Math for College Statistics |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | There is some material that goes beyond the scope and sequence of the course (making it possibly more suitable for an honors level of the course) but would still be usable with Math for College Statistics |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Almost every topic involves some real-world connection, allowing students to see how statistics is around them in their day to day lives |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | There is some material that goes beyond the scope and sequence of the course (making it possibly more suitable for an honors level of the course) but would still be usable with Math for College Statistics |
| 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 | There is some material that goes beyond the scope and sequence of the course (making it possibly more suitable for an honors level of the course) but would still be usable with Math for College Statistics |
| 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 is structured in such a way that it is possible to cover throughout a school year; however there does not seem to be a pacing guide if teachers |

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| | | need assistance figuring out that timing |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Sources cited in the materials contain information from experts in the field of statistics |
| 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, adding a reliability to the applications 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 | 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 contains up-to-date information and data for use within the practice of statistics |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Material appears free of mistakes and inconsistencies |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Material contains up-to-date information and data for use within the practice of statistics |
| 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 | Throughout the text, real-world data is used and cited, helping students understand the relevance of the material and the importance of the content |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Throughout the text, real-world data is used and cited, helping students understand the relevance of the material |

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| | | and the importance of the content |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Throughout the text, real-world data is used and cited, helping students understand the relevance of the material and the importance of the content |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Throughout the text, real-world data is used and cited, helping students understand the relevance of the material and the importance of the content |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Portrayals of individuals is fair and unbiased, largely based on the nature of deciphering and interpreting statistics correctly through learning the content of the course |
| 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, sympathy, and consideration of their needs and values |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | There are some missed benchmarks, but the material is easily supplemented. We would need to ensure that teachers are aware of the gaps in information. There is some material that goes beyond the scope and sequence of the course (making it possibly more suitable for an honors level of the course) but would still be usable with Math for College Statistics. |

| 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 are some missed benchmarks, but the material is easily supplemented. We would need to ensure that teachers are aware of the gaps in information |
| 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 and ancillary materials contribute to the instruction of the course 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 follows a logical sequence for student mastery of 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. | 5 - Very Good Alignment | As real-world data and application is heavily embedded in the material, students at all different levels can be engaged and invested in the content of the course |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | Content is structured in such a way that it is possible to cover throughout a school year; however there does not seem to be a pacing guide if teachers need assistance figuring out that timing |
| 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 online text has the ability for students to adjust the font type/size/color/background, contains text-to-speech tools, images have alt tags, and all videos are captioned in English |
| 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 submission satisfies the Presentation requirements by allowing all students access, and being easily adaptable by instructors to use in the classroom |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Students are motivated through step-by-step examples where each process is broken down for them; real world data is used to keep students engaged, making the information relevant |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | The material is grouped into digestible bites for students to better process the information |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 3 - Fair Alignment | Although the text clearly lays out information and summaries of what students have learned at the end of each section, this information is not frontloaded for student to preview what is expected of them at the beginning 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 | Students are motivated through step-by-step examples where each process is broken down for them; real world data is used to keep students engaged, making the information relevant. The text also contains sections outlining common mistakes and misconceptions ("What can go wrong?")with each concept. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles |

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| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>5 - Very Good Alignment</p> | <p>As statistics relies heavily on real-world data, students remain engaged throughout the course, supported with step-by-step examples</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>4 - Good Alignment</p> | <p>Although the text clearly lays out information and summaries of what students have learned at the end of each section, this information is not frontloaded for student to preview what is expected of them at the beginning of each lesson</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles</p> |

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| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher's video, if used in conjunction with the online platform MathLab, students have access to individualized, immediate support through various learning aids that can automatically differentiate to various learners and styles</p> |
| <p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p> | <p>4 - Good Alignment</p> | <p>The ELA expectations and MTRs are appropriately applied within the materials, but it should be noted that there are no materials available for the course in languages other than English</p> |
| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p> | <p>4 - Good Alignment</p> | <p>Overall, students would benefit from using the online MathLab resources as it will contribute to the immediately individualized instruction that many students need</p> |

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

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| 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 within the 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 | No evidence of SEL was found within the materials |

Reviewer's Name: Darline Valcin

Title: Stats In Your World

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

Author: Bock

Copyright: 2020

Edition: 3

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 398

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This book was previously published and no changes were made to match the BEST benchmarks. This is considered a college textbook. Teaching support and suggestions are not provided to educators.

| 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. | 1 - Very Poor/No Alignment | pages provided are defining formulas |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 2 - Poor Alignment | Only on pages 401,461, 499; pgs. 78-87 are practice exercises and does not address this standards |
| 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. | 2 - Poor Alignment | students are not graphing and solving real world problems. Graphs are provided on the pages. |
| 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. | 2 - Poor Alignment | students are not graphing and solving real world problems. Graphs are provided on the pages. |
| 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. | 1 - Very Poor/No Alignment | graphs are already provided. students are not given the opportunity to decide. |
| 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 | students are being asked the describe graphs |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | align |

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| 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 | pg. 239,409, 464 does not address 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. | 4 - Good Alignment | align |
| 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. | 4 - Good Alignment | align |
| 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 | align |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | align |
| 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. | 4 - Good Alignment | align |
| 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 | align |
| 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 | tables are already created in pages. 22-29,33 |

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| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 4 - Good Alignment | align |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | align |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | align |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | align |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | align |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | align |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | align |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 4 - Good Alignment | align |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 4 - Good Alignment | align |

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| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 4 - Good Alignment | align |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 4 - Good Alignment | align |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 4 - Good Alignment | align |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | align |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | align |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | align |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | align |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | align |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | align |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 5 - Very Good Alignment | align |

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| 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 | functions are not addressed on pages 311-312, |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 3 - Fair Alignment | did not see quadratic |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | align |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 1 - Very Poor/No Alignment | students are not using spreadsheets in the pages provided. A few screen shots of the calculator is shown. |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | align |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 2 - Poor Alignment | the venn diagrams on the pages are being used with examples. I don't feel students are interacting with the examples besides reading them. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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. | 3 - Fair Alignment | align |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | manipulatives are not being used |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | align |

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| | <ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | teachers should be able to give students the opportunity to discuss with other students. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | students are required to focus on steps and details |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | align |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | align |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | align |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | align |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | align |
| 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 book does not provided suggestions to the teacher for collaborative techniques |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | align |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 1 - Very Poor/No Alignment | the book dose not provide teacher with support on how to implement this |
| 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 | supports are not provided for teachers for 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. | 3 - Fair Alignment | AR benchmarks examples provided in the book are not align |
| 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 | for the Dp benchmarks |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | align |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | align |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | for the DP benchmarks |

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|---|-------------------------|------------------------------|
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | align |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | align |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | align |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | align |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | align |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | align |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | align |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | align |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | align |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 3 - Fair Alignment | not for the AR benchmarks |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 3 - Fair Alignment | scaffolding are not provided |

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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | align |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | align |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | align |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 4 - Good Alignment | align |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 3 - Fair Alignment | more work is needed for AR and F 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. | 2 - Poor Alignment | teachers will have to prepare for scaffolding |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | align |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | align |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 3 - Fair Alignment | lack reading support for ESE and ELL students |

| | | |
|---|--------------------|---|
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | this will require the districts to create a pacing guide that supports their students |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | most of this is found on the math XL of mymathlab |
| 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 | more support is needed for students who are ESE and ELL. Teachers will be required to plan for scaffolding. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 2 - Poor Alignment | Teacher will have to implement this into their lesson. The book does not provide support. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | most of the book provides these new big ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | align |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 2 - Poor Alignment | Teachers will have to plan for ESE and ELL students |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 2 - Poor Alignment | The book does not provide support for teachers |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 2 - Poor Alignment | the book does not provide teachers with how to do this |

| | | |
|--|----------------------------|---|
| 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 | the book does not provide teachers with how to do this |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 1 - Very Poor/No Alignment | the book does not provide teachers with how to do this |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 2 - Poor Alignment | the book does not provide teachers with how to do this. Teachers will have to plan for this |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | teachers have a bank to choose from |
| 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 | teachers have a bank to choose from |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | provides teachers with ideas but not how to implement |
| 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 | MTR's are not all covered |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 3 - Fair Alignment | Teachers will have to plan for learning |

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

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

Reviewer's Name: Jeffery Baugus

Title: Elementary Statistics

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

Author: Triola

Copyright: 2022

Edition: 14

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 399

| 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 cases observed |

UDL Reviewer's Name: David Davis

Title: Elementary Statistics

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

Author: Triola

Copyright: 2022

Edition: 14

Grade Level: 9-12

Course: [1210305 - Mathematics for College Statistics](#)

Bid ID: 399

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

| | | |
|--|----------------------------|---|
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: William Igar

Title: Elementary Statistics

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

Author: Triola

Copyright: 2022

Edition: 14

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 399

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

I love this text. The examples are on point - all kinds of real world applications from cell phones to airplanes to manufacturing to population growth to COVID-19. Great stuff. Great tables and content and presentation. However, from a student's perspective, I need more graphs. I understand graphs are hard to produce for a stats class, but I

need more diagrams to illustrate the concepts. It is too abstract for these students to wrap their head around all these probabilities, for example, without more - even something so simple as - Venn Diagrams. Overall though, this text and supplementary material do a great job to convey the important information.

| 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 | I like all the real world examples - test scores, wait times, etc. |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 2 - Poor Alignment | I love the examples of texting/driving probability, for example. However, there is not too many parts, where we are to rearrange an equation. Usually this isn't considered a stats topic though. |
| 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 | Nice scatter plots and teaching about r. |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 3 - Fair Alignment | Nice job with population growth. But I thought there could be more examples of exponential models. |

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| 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 | good examples - blood pressure, commute times, wait time at Disney, etc - lots of different 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. | 5 - Very Good Alignment | great ways to represent data. Good work about data being numerical or categorical, etc. |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | I like that they state over and over correlation does not imply causation. |
| 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. | 5 - Very Good Alignment | I like the wait times with all the important info compared. I like showing how the line of regression changes with an outlier - great graphical representation. |
| 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 | Nice work. There were a lot of explanations about y-intercept. But I feel like they could show the application of the slope for each example problem. That, to me, is a more important part - it is where you are going, not where you have been |
| MA.912.DP.2.5 | Given a scatter plot that represents bivariate numerical data, assess the fit of a given | 5 - Very Good Alignment | They do a great job of this and a great job of |

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| | linear function by plotting and analyzing residuals. | | showing the screen shots of the calculator |
| 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 | I like the number line explaining correlation. |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | They do a great job of using technology. I like all the screenshots of the graphing calculator |
| 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. | 4 - Good Alignment | I love the COVID 19 problem - very up to date. There wasn't a robust amount of practice though. |
| 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 | I like the step by step instructions with the graphing calculator and tables. |
| MA.912.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. | 5 - Very Good Alignment | great coverage of this standard - very important |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | A lot of great examples that are very relatable |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | I like the examples about smart phones, etc. But there could be more graphs to illustrate the concepts |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | Covered well. I like the side stories about |

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| | | | airplanes or bets in Vegas. |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | I love the intuitive approach for this one. |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Nice example about pre-employment drug screening. |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | great explanations and examples. |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | great job breaking it down |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | table on it. Good examples and practice problems |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 4 - Good Alignment | great example of distractions and driving. I would have liked some more graphics though |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | excellent and very engaging examples. |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Nice examples of horse-racing, passwords, cards, etc. |

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| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | great explanations and qualitative explanations as well. |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 4 - Good Alignment | Again, great examples and explanations but not many diagrams |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | This standard had some great graphics to illustrate the idea - nice work. |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | great explanations and process to use technology to study this sample |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Nice work on this standard from a lot of different angles. very broad but great material on it |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | I love the flow chart of designing experiments |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | I like the criminology and deforestation examples |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 4 - Good Alignment | Great collection of material here. But again, I would like to see more graphs/diagrams |
| 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. | 2 - Poor Alignment | Good real world applications of linear and quadratic. But no function notation. |

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| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | Good explanation of each and how to use technology to figure it out. |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | Great use of these math basics to understand more complicated situations |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 5 - Very Good Alignment | good use of technology for weighted averages |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 2 - Poor Alignment | A lot on the complement. But nothing on the union/intersection of sets. |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 1 - Very Poor/No Alignment | I didn't see a single Venn Diagram |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 analyzing the problem. There are so many awesome examples as well. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 4 - Good Alignment | This text mostly does a good job of |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>representing the problem in different ways. However, I would like to see more graphical representations or pictures to help me understand the problem.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>excellent math fluency, written correctly, etc.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>4 - Good Alignment</p> | <p>A lot of good thinking. But not much thinking on what others did. They could have more student error analysis</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>A great use of patterns and how things are in this text.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>They always do a good job of reflecting on the big picture - does this answer make sense, etc.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | basically, all real world problems in this book. Written very well. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | great job of showing evidence/why things are the way they are. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Great resource and at grade level reading. Also, I like the side notes on some pages about how the topic applies in the real world |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Great idea of estimating what will happen and why before jumping into the problem |

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| 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 | great job of this |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | yes, this work speaks the truth |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | This text is ready for a teacher to use the right tone |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment | I feel like this book could use some more diagrams to help out the ELL students |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | This text does an great job teaching most of 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 | Yes, the text is at a difficulty level on par with the standards |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | For the most part yes - I feel like more diagrams are needed |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | lots of details, lots of great examples and word problems |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | great match, in terms of difficulty and complexity |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | I like how the book starts off very basic - even taking a lot of time to define sample and population, which they should |

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| | | know by now. But the text makes sure to meet students where they are at |
| 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 | each section is well divided into good meaningful sizable chunks |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Great info on the subjects here |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | yes, excellent quality |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | yes, very accurate, no typos detected |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | very objective even when dealing with hot button issues like government, surveys, and COVID |
| 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 representative |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | all truth in that text |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | yes, 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 | great relevancy. lots of problems on smartphones, texting and driving, etc. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | yes, a lot of relatable examples for the students |

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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | yes, great connections to the students' lives |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | very connected to other disciplines - all kinds of word problems from all walks of life |
| 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 | a lot more solving problems - not too much about multi-cultural representation |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | every problem is about helping people |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | yes, covered well |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | yes, lots of examples to use - don't need 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 | yes, all the components work together |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | 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. | 2 - Poor Alignment | needs more visuals - too much text |

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| 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 | great pacing and breaking topics down into sizable chunks |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | great job of this |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | good, but needs more diagrams |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | too much text, needs more diagrams |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Great work of big ideas on statistical analysis |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | very clear and concise text |
| 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 | sort of, it's hard to become independent with very few diagrams. It can be hard to become independent without more pics. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | again, need more visuals |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | need more visuals |

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| 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 organization and structure of the book. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | good strategies, but could use more diagrams |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | again, just needs more diagrams |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Yes, materials work very well together to reach 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 | yes, lots of great practical practice problems |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | great job of this |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Yes, B.E.S.T. standards apply |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | meets learning requirement very well. |

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

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| 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: Julie Leofanti

Title: Elementary Statistics

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

Author: Triola

Copyright: 2022

Edition: 14

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 399

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 following instructional material is appropriate for the course. There are engaging topics to relate to the benchmarks addressed and to real-life.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|--------------------|--|
| MA.912.AR.1.1 | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | 4 - Good Alignment | Aligns appropriately |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately with each display addressed appropriate to the 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. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | Aligns appropriately |
| 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 | 4 - Good Alignment | Aligns appropriately |

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| | outliers. Interpret any notable features of the shape of the data distribution. | | |
| 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 | Aligns appropriately |
| 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 | Aligns beginning on page 536 of pages listed but the others beforehand listed were focused on other content such as interpreting scatter plots (no mention of assessing the fit using the 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 | Aligns appropriately |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 4 - Good Alignment | Aligns appropriately |
| 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. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| MA.912.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative | 3 - Fair Alignment | Some of the pages are constructing two-way |

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| | frequency table summarizing categorical bivariate data. | | frequency tables (contingency) instead of two-way relative frequency tables |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration | 4 - Good Alignment | Aligns appropriately |

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| | whether the events are independent, and interpret the result in terms of the context. | | |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 4 - Good Alignment | Aligns appropriately |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 3 - Fair Alignment | Aligns appropriately |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 4 - Good Alignment | Aligns appropriately |

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| 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 | Aligns appropriately |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 4 - Good Alignment | Aligns appropriately |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 4 - Good Alignment | Aligns appropriately |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 4 - Good Alignment | Aligns appropriately |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 4 - Good Alignment | Aligns appropriately |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 3 - Fair Alignment | Venn diagrams were not addressed to support this benchmark |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Aligns appropriately |

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| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>4 - Good Alignment</p> | <p>Aligns appropriately</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Aligns appropriately |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> | 4 - Good Alignment | Aligns appropriately |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Aligns appropriately |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Aligns appropriately |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Aligns appropriately |

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| 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 | Aligns appropriately |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Aligns appropriately |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |

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

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| 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 | Aligns appropriately |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Expertise is appropriate |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Expertise is appropriate |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | 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 | Aligns appropriately |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | Aligns appropriately |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | Aligns appropriately |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Aligns appropriately |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Aligns appropriately |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Aligns appropriately |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Aligns appropriately |

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

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|----------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | Aligns appropriately |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Aligns appropriately |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | Aligns appropriately |
| 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 are engaging |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | Aligns 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). | 4 - Good Alignment | Appropriately 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 | Aligns appropriately |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Aligns appropriately |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Aligns appropriately |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | Could be more adaptable to provide for scaffolds |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Aligns appropriately |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Aligns appropriately |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | Aligns appropriately |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Aligns appropriately |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Aligns appropriately |
| 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 | Aligns appropriately |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Aligns appropriately |

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

Reviewer's Name: Isabella Murphy

Title: Elementary Statistics: Picturing the World

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

Author: Larson

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 400

| 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. 452 ("Intermarriage") |

UDL Reviewer's Name: David Davis

Title: Elementary Statistics: Picturing the World

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

Author: Larson

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [1210305 - Mathematics for College Statistics](#)

Bid ID: 400

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 2 - Poor Alignment | Publisher states that textbooks published prior to 2020 do not have consistent alt tags on images. This was published in 2019. Alt tags are needed for students who have visual needs and who need assistance understanding an image. |
| All videos are captioned. | 3 - Fair Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

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

Bid 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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. 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. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Virginia Snyder

Title: Elementary Statistics: Picturing the World

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

Author: Larson

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 400

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.

Although some benchmarks are not met for this text, they are easily supplemented with a note to the instructor, or an additional example or two. Ancillary materials, such as student access to MyLab Statistics and teacher access to TestGen add to the ability of the instructor to be able to individualize student assessment to meet the needs of each

student through differentiation. Even without student access to MyLab, this course can be effectively taught and students can achieve success and mastery of the course benchmarks.

| 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 | Clarifications met through the use of factors, terms, constants, coefficients and variables |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 5 - Very Good Alignment | Clarifications met - manipulations of linear and quadratic formulas |
| 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 | Clarifications met - key features identified, use of standard form, slope-intercept form, and point slope form, inequality notation, interval notation or set-builder notation |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Clarifications 1 and 2 not met, no mention of asymptotes, inequality and interval notation |
| 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 | Benchmark not completely met, numerical, categorical, univariate |

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| | | | not mentioned (quantitative and qualitative used instead) |
| 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 | Benchmark not completely met, numerical, categorical, univariate not mentioned (quantitative and qualitative used instead) |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | Benchmark not completely met, numerical, categorical, univariate not mentioned (quantitative and qualitative used instead) |
| 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. | 5 - Very Good Alignment | Excellent use of spreadsheets technology through Chapter Case Study and Chapter Projects |
| 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 | Clarifications met through use of real-world situations (highlighted in Real Statistics - Real Decisions) |
| 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. | 5 - Very Good Alignment | Benchmark met - use of technology evident |
| 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 | 5 - Very Good Alignment | Clarifications met - real-world context used frequently |

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| | strength and direction within a real-world context. | | |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | Benchmark met - use of technology evident throughout correlation |
| 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 | Clarifications met - real-world data and technology used t(pg. 495 |
| 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 | Benchmark met - use of real-world data in all examples |
| 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 | Use of tree diagram to make a frequency table included (pg. 189) |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | Multiple uses of real world data |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | Benchmark not met (correct formulas, but does not mention union and intersection of sets) |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Benchmark met - formulas and examples included |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Benchmark met - use of interpretation of results in terms of context |

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| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Benchmark met - pg. 148 |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | Clarifications met - connections between probability and statistics |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Benchmark met - use of real-world data makes connections to everyday situations |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Benchmark met - multiple formulas and examples included to ensure student mastery |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Benchmark met - multiple formulas and examples included to ensure student mastery |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Benchmark met - multiples examples and practice problems included |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Benchmark met - multiple uses and examples included with real-world data - |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Benchmark meet - definitions and examples |

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| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Benchmark met - multiple examples for opportunities for student mastery |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 4 - Good Alignment | Clarification 2 not met, does not mention judgement or quota |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 4 - Good Alignment | Benchmark not met, uses AND, OR, and NOT, but does not make the connection to union, intersection, difference and product of two sets |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Benchmark met - multiple examples and practice problems |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Benchmark met - multiple real-world examples included |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Clarifications met - multiple examples used to ensure student mastery of this important benchmark |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 5 - Very Good Alignment | Clarification met - pg. 34, 114, 412 just to give a few examples |

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| 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 | Clarification met - function notation used in multiple examples |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | Clarification met - regression heavily addressed |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | Clarification met - extension of fractions, percent, and decimals used throughout text |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 5 - Very Good Alignment | Benchmark met - highlighted in Tech Corner |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | Clarification met - used throughout probability |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | Benchmark met - used during probability to reinforce patterns and relationships |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Multiple opportunities for student interaction and perseverance through multiple real-world examples |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Heavily reinforced through use of multiple types of diagrams and methods of displaying data |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 for students to practice efficient and generalizable methods |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Multiple and frequent opportunities to develop students' ability to justify methods and compare response with peers</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Used throughout as students are led to recognize patterns in the world around them through Chapter Projects, Case Studies and Real Statistics-Real Decisions</p> |

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| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are encouraged to check work and determine if the solutions are reasonable while providing justifications</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Used throughout as students are led to recognize patterns in the world around them through Chapter Projects, Case Studies and Real Statistics-Real Decisions</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Used throughout as students are led to recognize patterns in the world around them through Chapter Projects, Case Studies and Real Statistics-Real Decisions</p> |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Used throughout as students are led to recognize patterns in the world around them through Chapter Projects, Case Studies and Real Statistics-Real Decisions |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Used throughout as students are led to recognize patterns in the world around them through Chapter Projects, Case Studies and Real Statistics-Real Decisions |
| 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 | Multiple and frequent opportunities to develop students' ability to justify methods and compare response with peers |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Multiple and frequent opportunities to develop students' ability to justify methods and compare response with peers |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Multiple and frequent opportunities to develop students' ability to justify methods and compare response with peers |

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| ELD.K12.ELL.MA.1 | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> | <p>3 - Fair Alignment</p> | <p>Students are encouraged to communicate information, however there do not seem to be any resources for students in any language other than English; text-to-speech tools are available in English</p> |
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| Content | Reviewer Rating | Rating Justification |
|--|--------------------------------|---|
| <p>1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Although many benchmarks are not met for this text, they are easily supplemented with a not to the instructor, or an additional example or two.</p> |
| <p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p> | <p>5 - Very Good Alignment</p> | <p>The content in the major tool meets the skill level of standards and benchmarks for Math for College Statistics</p> |
| <p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p> | <p>5 - Very Good Alignment</p> | <p>Materials are adaptable for use in the classroom. The availability of powerpoints for instructors to download as well as access to MathLab will be an added asset to student mastery</p> |
| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>5 - Very Good Alignment</p> | <p>All topics are related to real-world situations, allowing students to see the connection. This is especially evident in the Real Statistics-Real Decisions sections of the text.</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>5 - Very Good Alignment</p> | <p>Level of content is appropriate for the standards</p> |

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| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>Level of content is appropriate for students enrolled in Mathematics for College Statistics</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>Text was designed to be used over the context of a year during 50 minute periods.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>Sources cited are relevant and reflect expert knowledge on the subject</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>Ancillary materials add to the quality of instruction, but are not needed to convey the importance of the content or for students to achieve mastery; it is however helpful in student's being successful</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>No typographical or visual errors are apparent upon observing the text</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>Material appears free of bias and contradictions and is noninflammatory in nature</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>Material is representative of the discipline of statistics; placing emphasis on important theories and concepts students need for success</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>Material appears free of mistakes and inconsistencies upon observation</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>Material is up to date, with data cited throughout the text</p> |

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| 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 so that curriculum is placed in a real-world relevant context; Index of Applications is cited on page XVI |
| 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 so that curriculum is placed in a real-world relevant context; Index of Applications is cited on page XVI |
| 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 presented so that curriculum is placed in a real-world relevant context; Index of Applications is cited on page XVI |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Frequently throughout the text, the are sections connecting "Where You've Been" and "Where You're Going", connecting concepts for students to background knowledge |
| 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 multiculturalism is fair and unbiased throughout the text and other materials |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Materials portray people and animals with compassion, sympathy, and consideration |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | CONTENT of the benchmarks is thoroughly covered throughout the proposed material |

| Presentation | Reviewer Rating | Rating Justification |
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| <p>1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.</p> | <p>5 - Very Good Alignment</p> | <p>With the inclusion of MyLab Statistics (if subscription is included) greatly adds to the availability of pre-made, yet editable assignments and assessments.</p> |
| <p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p> | <p>5 - Very Good Alignment</p> | <p>All materials align to the curriculum and the online aspects and resources within MyLab Statistics are connected to sections in the text</p> |
| <p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p> | <p>5 - Very Good Alignment</p> | <p>Content is organized in a logical manner in terms of student mastery and success</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>5 - Very Good Alignment</p> | <p>Visuals are used throughout the text and extra resources to not only engage learners but to solidify the context of the content</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>5 - Very Good Alignment</p> | <p>Material is presented in digestible chunks and bites that students can master before moving on to the next piece of content</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>5 - Very Good Alignment</p> | <p>Within the online materials, students are able to adjust font type, size, and colors, and adjust the background. There are text-to-speech as well as speech-to-text tools enabled. Videos are captioned, and all text, image tags, and captioning are able to be sent to Braille displays</p> |
| <p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p> | <p>5 - Very Good Alignment</p> | <p>PRESENTATION requirements are met to the enrichment of all learners, setting students up for success and concept mastery</p> |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | If MyLab Statistics is included, it is easier to see how students can be actively engaged and motivated to continue towards success. Within the homework sections (according to the publisher video) students have access to immediate help, feedback, and at home support through videos, guided questions, and extra examples. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | The material is set up throughout to be groups under a few big ideas and topics and breaks it into more digestible bites to achieve student mastery of the major concepts |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | At the beginning of each section students are informed "What [you] should learn," giving them a clear overview of the objective or benchmark in student friendly vocabulary |
| 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 | Although the course is supported through the text alone, however students and teachers have extra support with access to MyLab Statistics |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Although the course is supported through the text alone, however students and teachers have extra support with access to MyLab Statistics |

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| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>5 - Very Good Alignment</p> | <p>Although the course is supported through the text alone, however students and teachers have extra support with access to MyLab Statistics</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>5 - Very Good Alignment</p> | <p>Material is organized such that students are engaged through real-life applications, chapter case studies, chapter projects with technology, and sections connecting "real statistics - real decisions"</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>Materials are adaptable so that concepts can be scaffolded to achieve learner success</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Materials are adaptable so that concepts can be scaffolded to achieve learner success</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>With the inclusion of MyLab Statistics and TestGen, assessments are easily adapted to different learner levels as needed to achieve student mastery</p> |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>With the inclusion of MyLab Statistics and TestGen, assessments are easily adapted to different learner levels as needed to achieve student mastery</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>5 - Very Good Alignment</p> | <p>With the inclusion of MyLab Statistics and TestGen, assessments are easily adapted to different learner levels as needed to achieve student mastery. Student learning can also be individualized (according to the publisher video) to meet the needs of</p> |

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| | | each student and their weaknesses |
| 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 and ELA expectations are met; however, no multilingual resources are found for ELL students |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | LEARNING requirements are met with little need for extra resources to be supplemented by the instruction (given that MyLab Statistics is included for student access) |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | Evidence of CRT not found within the materials |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Evidence of CRT not found within the materials |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Evidence of Social Justice in relation to CRT not found within the 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 | Evidence of SEL not found within the materials |

Reviewer's Name: jean sterner

Title: Elementary Statistics: Picturing the World

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

Author: Larson

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Statistics](#)

Bid ID: 400

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 |
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| 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. | 4 - Good Alignment | Multiple small 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 | Many lessons align to this 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 | 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 | Many small 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. | 5 - Very Good Alignment | Multiple small lessons align 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 | One section aligns to this standard |
| 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 | 5 - Very Good Alignment | Chapter aligns to this standard |

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| | outliers. Interpret any notable features of the shape of the data distribution. | | |
| 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.2.5 | Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. | 4 - Good Alignment | Couple 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. | 4 - Good Alignment | Multiple small sections align to this standard |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | Multiple lessons align to this 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. | 3 - Fair Alignment | Many are linear equations |
| 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.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. | 4 - Good Alignment | Small section aligns to this standard |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | Multiple lessons align to this standard |

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| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | Multiple lessons align to this standard |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Small sections and exercises |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Multiple lessons and exercises align to the standard |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Multiple lessons align to the standard |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | Multiple lessons align to the standard |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Chapter aligns to this standard |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Lesson and exercises align to the standard |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Multiple lessons and exercises align to the standard |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Multiple lessons align to the standard |

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| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Multiple lessons align to the standard |
| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Chapter aligns to this standard |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Multiple lessons align to this standard |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | Multiple chapters align to this standard |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 4 - Good Alignment | Small section and exercises align to this standard |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Chapter aligns to this standard |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Multiple lessons align to this standard |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Lesson aligns to this standard |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 5 - Very Good Alignment | Multiple small sections aligns to this standard |
| MA.912.F.1.2 | Given a function represented in function notation, evaluate the function for an input | 4 - Good Alignment | Couple lessons and exercises align to this standard |

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| | in its domain. For a real-world context, interpret the output. | | |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 4 - Good Alignment | Small sections align to this standard |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | Multiple sections align to this standard |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 4 - Good Alignment | Small sections align to this standard |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | Lessons align to this standard |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | Couple lessons align to this standard |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Standard aligned in various lessons |

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| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Multiple lessons allow for multiple representations</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Various lessons align to this standard</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>5 - Very Good Alignment</p> | <p>Lessons align to this standard</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Multiple lessons align to this standard |
| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | 5 - Very Good Alignment | Standard evident in text |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Lessons align to this standard |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Various lessons align to this standard |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Text on grade level |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Lessons align to this standard |

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| 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 | Various lessons align to this standard |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Lessons align to this standard |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Lessons align to the standard |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment | Lessons align to the standard |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Curriculum aligns to the standards |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 5 - Very Good Alignment | Curriculum written to skill level of standards |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Materials can be adopted to 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 provides sufficient detail |
| 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 student ability |

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| 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 allows for appropriate pacing |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Material 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 | Material written with quality |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No visual errors |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | No bias in 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 aligns to concepts and standards |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | No mistakes |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Material matches current research |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Lessons are relatable to students |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Material is appropriate for students |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Real world examples |

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| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Material relates 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 | Material is unbiased |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Material is compassionate |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Material aligns to standards with appropriate pacing |

| 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 material is needed |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | All materials align to each other |
| 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 written in logical order |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Material is visually appealing |
| 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 allows for understanding |

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| 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 |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | Material is written in a logical order that is accessible for all students |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Material motivates learners |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Material is chunked into big ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Learning objectives 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 | Material allows for independent thinking |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Material adaptable to 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 | Material allows for 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. | 5 - Very Good Alignment | Various activities are mentioned |
| 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 to curriculum |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Teaching strategies are effective |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Assessments align to 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 strategies are appropriate |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Materials 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? | 5 - Very Good Alignment | Best standards applied |
| 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 | Instructional and assessment materials align to 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 | No mention crt |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No mention crt |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No mention 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 of sel |

Reviewer's Name: Isabella Murphy

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Liberal Arts](#)

Bid ID: 401

| 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. 99, 101-102 (comparing two races on the topic of "poverty as a result of societal injustice"); pg. 103, 107 ("Should colleges reserve a certain number of scholarships for minorities?") |

Reviewer's Name: Chris Allen

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Liberal Arts](#)

Bid ID: 401

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.

Though this curriculum contains required "problems" per best standards like MA.912.DP.4.2 - Determine if events A and B are independent by calculating the product of their probabilities and so on, it contains many lessons and topics that are inappropriate for school aged children. Based solely on the Critical Race Theory elements, this book should not be considered for adoption. The example problems tend to show more words than the "next step," and it makes the examples hard to follow. I am a visual learner, and the words were more distracting than helpful. Overall I feel this book is agenda driven and biased to the issues the author considers "important." Strengths are the online resources and easy search functions.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.912.AR.2.5 | Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and | 4 - Good Alignment | |

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| | determine constraints in terms of the context. | | |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 4 - Good Alignment | |
| MA.912.AR.5.4 | Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | 4 - Good Alignment | |
| 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. | 4 - Good Alignment | |
| 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 | |
| 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 | |
| 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. | 3 - Fair Alignment | Didn't really see "spreadsheets" |
| 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 | |
| MA.912.DP.2.4 | Fit a linear function to bivariate numerical data that suggests a linear association and | 4 - Good Alignment | |

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| | 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. | | |
| 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. | 4 - Good Alignment | |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 4 - Good Alignment | |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 4 - Good Alignment | |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 4 - Good Alignment | |

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| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 4 - Good Alignment | |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 4 - Good Alignment | |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 4 - Good Alignment | |
| 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 | |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 4 - Good Alignment | |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 4 - Good Alignment | |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 4 - Good Alignment | |
| 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 | |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 4 - Good Alignment | |

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| MA.912.GR.2.4 | Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. | 4 - Good Alignment | |
| MA.912.GR.4.3 | Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures. | 4 - Good Alignment | |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 4 - Good Alignment | |
| MA.912.GR.4.5 | Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. | 4 - Good Alignment | |
| 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. | 4 - Good Alignment | |
| MA.912.LT.4.1 | Translate propositional statements into logical arguments using propositional variables and logical connectives. | 4 - Good Alignment | |
| MA.912.LT.4.2 | Determine truth values of simple and compound statements using truth tables. | 4 - Good Alignment | |
| 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 | |
| MA.912.LT.4.4 | Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems. | 4 - Good Alignment | |
| MA.912.LT.4.5 | Determine whether two propositions are logically equivalent. | 4 - Good Alignment | |

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| MA.912.LT.4.9 | Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams. | 4 - Good Alignment | |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 4 - Good Alignment | |
| MA.912.LT.5.1 | Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set. | 4 - Good Alignment | |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 4 - Good Alignment | |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 4 - Good Alignment | |
| MA.912.LT.5.6 | Prove set relations, including DeMorgan's Laws and equivalence relations. | 2 - Poor Alignment | DeMorgan's Laws and equivalence relations does not show up in their search function |
| MA.912.T.1.2 | Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. | 4 - Good Alignment | |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>1 - Very Poor/No Alignment</p> | <p>Not applicable for math</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>Text is fairly understandable. If anything, the lessons tend to be "wordy" rather than showing how math example should be done.</p> |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 1 - Very Poor/No Alignment | Not applicable |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 1 - Very Poor/No Alignment | Not applicable |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 1 - Very Poor/No Alignment | Not applicable |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 1 - Very Poor/No Alignment | Not applicable |
| 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 | |

| Content | Reviewer Rating | Rating Justification |
|---|----------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 1 - Very Poor/No Alignment | 1. Preface – “Measuring racial prejudice by age (Exercise Set 2.1).” Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 2. Page 62 – A bar graph is shown with the title “Measuring Racial Prejudice, by Age” and students must answer 4 questions regarding this chart. Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 3. Page 182 – Lesson is about Logic. #17 says “It is not the case that the United States has eradicated poverty or racism.” The answer to this is “The United States has eradicated |

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| | | neither poverty no racism.” Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 4. Page vii – Seventh Edition updates emphasizes the “measuring racial prejudice, by age” data. Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C. |
| 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 | |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 1 - Very Poor/No Alignment | Contains Critical Race Theory elements which is prohibited |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 2 - Poor Alignment | Multiple Lessons that do not contain sources of data. Example: Page 828, Section 12.6 – Scatter Plots and Correlation, Correlation and Causal Connections, Regression Lines and Correlation Coefficients, and The Level of Significance of r lessons talks about the relationship between education and prejudice. There is no source for the data nor does it describe the type of “prejudice.” Examples 2, 3, and 4 further in these lessons continue using the education-prejudice chart. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 3 - Fair Alignment | |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 3 - Fair Alignment | The author tends to over-explain examples words. Visual learners will find it hard to keep up with examples. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 3 - Fair Alignment | Intro to lessons tend to be too wordy. May be too long for “time periods” for teaching. |

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| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>2 - Poor Alignment</p> | <p>Page 828, Section 12.6 – Scatter Plots and Correlation, Correlation and Causal Connections, Regression Lines and Correlation Coefficients, and The Level of Significance of r lessons talks about the relationship between education and prejudice. There is no source for the data nor does it describe the type of “prejudice.” Examples 2, 3, and 4 further in these lessons continue using the education-prejudice chart; Page 62 – A bar graph is shown with the title “Measuring Racial Prejudice, by Age” and students must answer 4 questions regarding this chart. The source is “Project Implicit Demonstration Website.” This is not a good source for information. Project Implicit assumes that everyone has unconscious bias using unvalidated data. https://www.projectimplicit.net is their website</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>1 - Very Poor/No Alignment</p> | <p>Uses magazines, mainstream media polls, and biased non-profit for it’s data in questions, examples, and lessons. These are not good sources for information and contain bias; Multiple lessons with no source for data; The author uses his opinion rather than facts. Example: Page 198 – Has multiple exercises regarding an argument between Al Gore and Rush Limbaugh. Within the text and questions, you can tell the author favors Al Gore and dislikes Rush Limbaugh based on questions.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>3 - Fair Alignment</p> | |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>2 - Poor Alignment</p> | <p>Chapter 1 Intro, Page 1 – The author is biased when it comes to global warming and climate crisis. He talks about a climate crisis as if it’s a proven</p> |

fact. Page 28 says for problems 51-52, “There is a strong scientific consensus that human activities are changing the Earth’s climate.” The chart’s data ends in the year 2015 with average global temperatures appearing to increase but doesn’t show how the Earth’s temperatures have decreased in years after. Content is not up to date with contemporary facts and concepts. Data is 6 years old; Page 793 – Chart displaying US median income by race and gender is from 2015 data. There appears to not be justification for dividing data this way either. No example exercises regarding chart, and the explanation to chart mentions how the wealthiest population “earn about 50% of the total income.” Content is not up to date with contemporary facts and concepts. Data is not updated to include latest census data; Page 411 – Lesson talks about how modern emphasis on ideal body shape is a “major cause of eating disorders among adolescent women.” The context is opinionated in their assumptions rather than factual. No data is given to prove this thought; Page 879 – The Blitzer Bonus gives his own reasoning for the purpose of the Electoral College; “The framers of the Constitution believed that the opinion of the majority sometimes had to be tempered by the wisdom of elected representatives.” No counter argument is given nor are historical facts presented for this argument. No mention of the Federalist Papers to understand why the Electoral College was established. The American history of context is presented as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Prohibited in 6A-1.094124 F.A.C.; Page 828, Section 12.6

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| | | <p>– Scatter Plots and Correlation, Correlation and Causal Connections, Regression Lines and Correlation Coefficients, and The Level of Significance of r lessons talks about the relationship between education and prejudice. There is no source for the data nor does it describe the type of “prejudice.” Examples 2, 3, and 4 further in these lessons continue using the education-prejudice chart.</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>2 - Poor Alignment</p> | <p>Page 411 – Lesson talks about how modern emphasis on ideal body shape is a “major cause of eating disorders among adolescent women.” The context is opinionated in their assumptions rather than factual. No data is given to prove this thought; Page 879 – The Blitzer Bonus gives his own reasoning for the purpose of the Electoral College; “The framers of the Constitution believed that the opinion of the majority sometimes had to be tempered by the wisdom of elected representatives.” No counter argument is given nor are historical facts presented for this argument. No mention of the Federalist Papers to understand why the Electoral College was established. The American history of context is presented as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Prohibited in 6A-1.094124 F.A.C.; Page 828, Section 12.6 – Scatter Plots and Correlation, Correlation and Causal Connections, Regression Lines and Correlation Coefficients, and The Level of Significance of r lessons talks about the relationship between education and prejudice. There is no source for the data nor does it describe the type of “prejudice.” Examples 2, 3, and 4</p> |

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| | | <p>further in these lessons continue using the education-prejudice chart.</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>2 - Poor Alignment</p> | <p>Chapter 1 Intro, Page 1 – The author is biased when it comes to global warming and climate crisis. He talks about a climate crisis as if it’s a proven fact. Page 28 says for problems 51-52, “There is a strong scientific consensus that human activities are changing the Earth’s climate.” The chart’s data ends in the year 2015 with average global temperatures appearing to increase but doesn’t show how the Earth’s temperatures have decreased in years after. Content is not up to date with contemporary facts and concepts. Data is 6 years old; Page 879 – The Blitzer Bonus gives his own reasoning for the purpose of the Electoral College; “The framers of the Constitution believed that the opinion of the majority sometimes had to be tempered by the wisdom of elected representatives.” No counter argument is given nor are historical facts presented for this argument. No mention of the Federalist Papers to understand why the Electoral College was established. The American history of context is presented as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Prohibited in 6A-1.094124 F.A.C.; Page 828, Section 12.6 – Scatter Plots and Correlation, Correlation and Causal Connections, Regression Lines and Correlation Coefficients, and The Level of Significance of r lessons talks about the relationship between education and prejudice. There is no source for the data nor does it describe the type of “prejudice.” Examples 2, 3, and 4 further in these lessons continue using the education-prejudice chart.</p> |

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| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>2 - Poor Alignment</p> | <p>Global warming data is 6 years old, Census data is not updated, and some problems/examples do not have source for data.</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>2 - Poor Alignment</p> | <p>Context in book contains multiple examples of opinions of author rather than factual content.</p> |
| <p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p> | <p>2 - Poor Alignment</p> | <p>Book talks about climate change as if it's fact, biased opinion from author about Electoral College, multiple lessons regarding "relationship between education and prejudice", eating disorders, etc. Context is not relevant or appropriate to students.</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>2 - Poor Alignment</p> | <p>Multiple chapters mention marijuana use. Chapter 12 talks about this and other illegal drug use regarding teenagers (Page 835). Not age-appropriate; Page 714, #61 mentions jokes about marriage and divorce. Context may be sensitive topic to students and is not age appropriate; Page 329 – Talks about white population decreasing. Context is not relevant or meaningful to students.</p> |
| <p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p> | <p>2 - Poor Alignment</p> | <p>Page 109, #49 – Talks about a survey of college students to determine their behaviors regarding alcohol, cigarettes, and illegal drugs. Asks students to answer 7 questions regarding this survey. Context is not relevant or meaningful to students; Chapter 3, Page 198, #81 asks students to write valid argument on the questions below. If the student chooses to, they can write valid arguments for both sides. Context is not age-appropriate and some deal with religious beliefs; not relevant or meaningful to students. a. Should the death penalty be abolished? b. Should Roe v. Wade be overturned? c. Are online classes a good idea? d.</p> |

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| | | <p>Should recreational marijuana be legalized? e. Should grades be abolished? f. Should the Electoral College be replaced with a popular vote?; Page 799, #68 – Question asks whether you would choose mean or median for anti- and pro-US Propaganda. Context is not relevant or meaningful to students.</p> |
| <p>19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).</p> | <p>1 - Very Poor/No Alignment</p> | <p>Page 793 – Chart that shows wage gap between gender and race. The emphasis on this topic does not portray gender and ethnicity fairness, gender and ethnicity advocacy, and is biased; Page 714, #61 mentions an anti-Semitic joke about marriage and divorce: “Why do Jewish divorces cost so much? Because they’re worth it.” This does not portray multicultural fairness and advocacy; Page 437 – Multiple questions regarding the emphasis that women lose \$435,049 due to a pay gap. The source of data is Time magazine. The description in the beginning states, “How wide is the chasm between what men and women earn in the workplace.” The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased; Page 380, #72 – Question is about a male (Ricky Ricardo) drafted by military with gender bias. That his savings account would be divided unproportionally if child was male vs female. The problem nonchalantly states that draftee did not return home: “We’ll never know what Ricky was thinking of, for (as fate would have it) he did not return from the war.” It makes the student figure out how the money would be divided based on gender of twins. The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased.</p> |

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| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 3 - Fair Alignment | Book contains gender bias and anti-Semitic joke. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 1 - Very Poor/No Alignment | Book contains Critical Race Theory, uses questionable sources, has racist jokes and implies that everyone is prejudiced based on a questionable non-profit. |

| 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 | |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | Lessons “wordy” and examples are very cluttered with words rather than showing how numbers are moved or letting the numbers show how it’s done. |
| 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 | Narratives within book contain topics that are neither age appropriate nor engaging to students. Examples are alcohol use, divorce, marijuana, illegal activities, gender bias, racial prejudice, etc. |
| 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 | |

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| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | | |
| <p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p> | <p>3 - Fair Alignment</p> | <p>Due to 4. D. Readability of Instructional Materials and 3. C. Organization of Instructional Materials scores</p> |

| Learning | Reviewer Rating | Rating Justification |
|---|---------------------------|---|
| <p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p> | <p>3 - Fair Alignment</p> | <p>The author tries to be engaging to students by adding Blitzer Bonus and having chapter intros about pop culture. However, these are usually just another outlet for the author to express his opinions about topics.</p> |
| <p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p> | <p>4 - Good Alignment</p> | <p>Blitzer Bonus throughout book</p> |
| <p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p> | <p>3 - Fair Alignment</p> | <p>Example problems usually appear cluttered and are hard to follow.</p> |
| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>4 - Good Alignment</p> | <p>Online resources</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>4 - Good Alignment</p> | |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>4 - Good Alignment</p> | |

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| 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 | |
| 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 | |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - 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. | 4 - Good Alignment | |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | |
| 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 | |

| 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? | 1 - Very Poor/No Alignment | 1. Preface – “Measuring racial prejudice by age (Exercise Set 2.1).” Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is |

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| | | <p>prohibited in 6A-1.094124 F.A.C.; 2. Page 62 – A bar graph is shown with the title “Measuring Racial Prejudice, by Age” and students must answer 4 questions regarding this chart. Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 3. Page 182 – Lesson is about Logic. #17 says “It is not the case that the United States has eradicated poverty or racism.” The answer to this is “The United States has eradicated neither poverty no racism.” Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 4. Page vii – Seventh Edition updates emphasizes the “measuring racial prejudice, by age” data. Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; Page 879 – The Blitzer Bonus gives his own reasoning for the purpose of the Electoral College; “The framers of the Constitution believed that the opinion of the majority sometimes had to be tempered by the wisdom of elected representatives.” No counter argument is given nor are historical facts presented for this argument. No mention of the Federalist Papers to understand why the Electoral</p> |
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| | | College was established. The American history of context is presented as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Prohibited in 6A-1.094124 F.A.C. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 2 - Poor Alignment | Multiple problems and lessons that use data from "Project Implicit" to imply that people are racially prejudice based on age and education level. Multiple examples of the author pushing his opinion about topic relating to global warming, body image, gender inequality, and racism. Many of these opinions do not even contains data to back it up. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 2 - Poor Alignment | Author asks students to "justify" their side of the argument about sensitive topics such as Roe v. Wade, abolishing death penalty, recreational marijuana, etc. on Page 198, #81. |
| 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 | The author pushes certain social issues as normal such as marijuana use, illegal drugs, implying that everyone is implicitly racist, jokes about marriage and divorce, and the white population decreasing. |

UDL Reviewer's Name: David Davis

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [1207350 - Mathematics for College Liberal Arts](#)

Bid ID: 401

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 2 - Poor Alignment | Publisher states that textbooks published prior to 2020 do not have consistent alt tags on images. This was published in 2019. Alt tags are needed for students who have visual needs and who need assistance understanding an image. |
| All videos are captioned. | 3 - Fair Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

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

Bid 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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. 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. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Elisa Greco

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Liberal Arts](#)

Bid ID: 401

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.

This text does cover many of the standards of the course. Since the book is a national book, it is not written to focus on the Florida Standards. This can be found by the text covering topics not in the course as well as lacking some of the standards completely. It does do a thorough job for Set, Probability and Logic. But the main function sections

will need to be supplemented as well as the geometry sections. The text does have RW connections and some critical thinking questions. However, it does not have substantial group work or address all learners or ELL learners. It is a text that covers the topics provides solutions for practice and RW problems. But it does not have extra hands-on support. It does offer online and assessment support but just reflects the text and not the Florida standards. The text is a fair alignment but will need additional support to be the primary text.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|----------------------------|--|
| 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 | There are a few examples |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 3 - Fair Alignment | Growth and decay for basic graphs, no description for RW type problems |
| MA.912.AR.5.4 | Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | 4 - Good Alignment | basic and examples from graphing calculator |
| 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. | 1 - Very Poor/No Alignment | No examples found |
| 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 | basic functions used and basic features |

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| 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 | Different types are shown |
| 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. | 3 - Fair Alignment | Interpretation done, but no mention of vocabulary used in standard |
| 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 | measures are in practice, basic median and mean comparison |
| 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 | Scatter plot question with graphing calculator used |
| 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. | 3 - Fair Alignment | a few graphing calculator examples |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | subsets are covered |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Probability covered |

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| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | Frequency covered, but not all parts of standard |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Probability covered |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Combination and permutation covered |
| MA.912.F.1.6 | Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. | 1 - Very Poor/No Alignment | comparison not found |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 1 - Very Poor/No Alignment | model comparison not found |

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| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 3 - Fair Alignment | Each type of interest covered, not a comparison |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | Each type practiced |
| 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 comparison found |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 3 - Fair Alignment | Some similarity, very few congruence |
| MA.912.GR.2.4 | Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. | 1 - Very Poor/No Alignment | No symmetry found |
| 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. | 3 - Fair Alignment | a few on scale with similar triangles, no dilations |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 5 - Very Good Alignment | Area is covered |
| 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 is 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. | 3 - Fair Alignment | Only a couple of SA, not all shapes covered |

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| MA.912.LT.4.1 | Translate propositional statements into logical arguments using propositional variables and logical connectives. | 5 - Very Good Alignment | logical statements covered |
| MA.912.LT.4.2 | Determine truth values of simple and compound statements using truth tables. | 5 - Very Good Alignment | Truth values covered |
| 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 | logic covered |
| MA.912.LT.4.4 | Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems. | 5 - Very Good Alignment | logic covered |
| MA.912.LT.4.5 | Determine whether two propositions are logically equivalent. | 5 - Very Good Alignment | logic covered |
| MA.912.LT.4.9 | Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams. | 3 - Fair Alignment | Not all parts of arguments are covered |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 4 - Good Alignment | arguments covered, few counters |
| MA.912.LT.5.1 | Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set. | 5 - Very Good Alignment | Sets covered |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | set operations covered |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | Venn Diagrams covered |

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| MA.912.LT.5.6 | Prove set relations, including DeMorgan's Laws and equivalence relations. | 5 - Very Good Alignment | Set relations 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 | Trig covered |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. | 4 - Good Alignment | good questions in each section |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. | 4 - Good Alignment | Shown in multiple representations |

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| | <ul style="list-style-type: none"> Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | accuracy of problems, but lacking feedback |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Analyzing and justifying, not much in error analysis |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Many problems, decompose examples</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Evaluate and verify in sections</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>5 - Very Good Alignment</p> | <p>Many RW problems</p> |

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| | <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | justifications found |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Text at grade level |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | support for comprehension found |
| 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 | Not much focus on listening skills |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | accepted rules |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | Text is very wordy |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 1 - Very Poor/No Alignment | Do not have any ELL support |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | The text has many standards but not all of them or all |
| 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 | Written on content level, but extremely wordy |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Can be used for classroom |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Shows details, would like to see less wordy |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Written at standard 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 | Written at 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 | Good for school year |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | 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 | Good quality |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | presented by section, over wordy |
| 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 | Mostly clear |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include | 4 - Good Alignment | Follows theories of subject area |

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| prevailing theories, concepts, standards, and models used with the subject area). | | |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | free of mistakes |
| 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 | mostly appropriate |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | mostly relevant |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | some good current 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 examples of financial |
| 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 | seems fair |
| 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 | normal material |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Most are covered, not all |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | There are a few standards that are not covered and will need to be supplemented |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | each section has examples and practice |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | it is organized by chapter, but several chapters have extra sections and some sections are missing content needed per standard |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 3 - Fair Alignment | The text reads in lists but very wordy for each example |
| 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 | Pace is decent |
| 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 | There are resources but not support for 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 | It is somewhat there, but will need to be supplemented |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Only features are RW connections |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 3 - Fair Alignment | Each chapter is a theme, but several ideas |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | outcomes are listed |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | Connections support independent thinking |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 2 - Poor Alignment | Not really support for hands on learning |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | few group projects |
| 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 | only a few group projects |
| 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 | good focus on RW, missing some targets |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | some outcomes addressed |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | assessments match material |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 3 - Fair Alignment | somewhat effective |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | does not address 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 | addresses these |

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

Reviewer's Name: Kadie Moretz

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Liberal Arts](#)

Bid ID: 401

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 gave this an overall 4 because of the added chapters that don't cover the standards for this course. I think that it should be up to the teacher to add extra materials, but not the course book. There is a lot of reading in this book, so if someone struggles with reading comprehension, they might need to really rely on the teacher's

explanations. I also with that I could have reviewed a sample of the MyMathLab features. I really liked how the online text did have embedded videos that further explained some concepts and had extra interactive examples. I think students would take advantage of those things.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|-------------------------|---|
| 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 | All forms of linear functions covered, real-world and mathematical problems used. No coverage of domain and range |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 3 - Fair Alignment | decay was not covered and growth was only mentioned once with no examples to practice |
| MA.912.AR.5.4 | Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | 4 - Good Alignment | table of values not covered |
| 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 | standard met |
| 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 | key features part of standard not really covered |

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| 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 | met |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | met |
| 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. | 5 - Very Good Alignment | standard covered well |
| 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 | all parts of standard covered |
| 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 | met |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | met throughout Chapter 11 |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | no direct questions/examples asking to determine independence |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | met |

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| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | met |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 4 - Good Alignment | no definitions of empirical probabilities, conditional relative frequencies, or empirical conditional probabilities used. Also I did not see the last sentence of the standard covered. |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | met |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | met |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | met |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | met |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | met |
| 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 | key features not covered (range, domain, etc.) |

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| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | met |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 5 - Very Good Alignment | met |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | met |
| 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 | 1. never mentions linear growth compared to simple interest. 2. Sort of mentions exponential growth compared to compound interest. 3. No relationships explored like explained in the last part of the last sentence of the benchmark. |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 5 - Very Good Alignment | met |
| MA.912.GR.2.4 | Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. | 3 - Fair Alignment | No in depth coverage of this benchmark. No examples used for the determine part of the benchmark. |
| 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. | 2 - Poor Alignment | not covered; dilations talked about but not how it's explained in the benchmark |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 5 - Very Good Alignment | met |

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| MA.912.GR.4.5 | Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. | 4 - Good Alignment | Clarifications 1 and 2 of the benchmark not 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 | met |
| MA.912.LT.4.1 | Translate propositional statements into logical arguments using propositional variables and logical connectives. | 5 - Very Good Alignment | met |
| MA.912.LT.4.2 | Determine truth values of simple and compound statements using truth tables. | 5 - Very Good Alignment | met and covered thoroughly |
| 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 | met |
| MA.912.LT.4.4 | Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems. | 5 - Very Good Alignment | met |
| MA.912.LT.4.5 | Determine whether two propositions are logically equivalent. | 5 - Very Good Alignment | met |
| MA.912.LT.4.9 | Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams. | 5 - Very Good Alignment | met |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 5 - Very Good Alignment | met |
| MA.912.LT.5.1 | Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set. | 5 - Very Good Alignment | met |

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| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | met |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | met |
| MA.912.LT.5.6 | Prove set relations, including DeMorgan's Laws and equivalence relations. | 5 - Very Good Alignment | met |
| 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 | not a lot of special right triangle coverage though |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | use of embedded videos and extra examples also help with this |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. | 5 - Very Good Alignment | met |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>the practice problems at the end of each section and chapter allow students to demonstrate this benchmark</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. | <p>4 - Good Alignment</p> | <p>Only rating this a 4 because there is no evidence of justifying the results portion of the benchmark</p> |

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| | <ul style="list-style-type: none"> 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | met |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. | 5 - Very Good Alignment | met |

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| | <ul style="list-style-type: none"> Evaluate results based on the given context. | | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | covered well |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | met |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | lots of reading in this major tool |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | met |
| 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 | met |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | met |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | met |

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| 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 | lots of reading/text in this major tool and no Spanish translation |
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| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | All chapters except 1, 4, 13, and 14 align with the curriculum. These chapters seem to just be extras. |
| 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 | met |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | met |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | met |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | met |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | I believe the students taking this course would be high school juniors and seniors. |
| 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 | From what I was able to view, there was no teacher guide on the time allotted for each section/chapter |
| 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 | met |

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| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>4 - Good Alignment</p> | <p>In my opinion some of the secondary sources do not help to cover the content. A specific example is in the voting chapter, that is an extra added chapter, where it shows extra voting issues. That is irrelevant in getting the point across.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>4 - Good Alignment</p> | <p>none to my knowledge</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>4 - Good Alignment</p> | <p>for the most part</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>4 - Good Alignment</p> | <p>I'm giving this a 4 because of the added extra chapters</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>4 - Good Alignment</p> | <p>to my knowledge</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>4 - Good Alignment</p> | <p>for the most part</p> |
| <p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |
| <p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>met</p> |

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| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | met |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | met |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Some benchmarks could be covered more in depth and some added chapters could be done away with |

| 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 would have to supplement where the above benchmarks were not covered in depth |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | added chapters that do not match standards for the course |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | met |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | I really like the embedded videos and extra examples in the online textbook. I wasn't able to view the MyMathLab resources to be able to speak on those |
| 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 | However, I did not see a pacing guide in the teacher's edition |

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| 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 | See justification on number 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). | 5 - Very Good Alignment | Overall the major tool meets the requirements for comprehensiveness, alignment, organization, readability, and pacing |

| Learning | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | lots of real-world scenarios |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | met |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | met |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | The online textbook has embedded videos further explaining concepts and extra practice examples |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | met |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | met |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | 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 | met |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | met |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | met |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | met |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | met |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | met |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | The major tool effectively facilitates the learning process |

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

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

Reviewer's Name: Darline Valcin

Title: Thinking Mathematically

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

Author: Blitzer

Copyright: 2019

Edition: 7

Grade Level: 9-12

Course: [Mathematics for College Liberal Arts](#)

Bid ID: 401

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.

This textbook was published in 2019, which shows that the publisher did not create a new product to fit the BEST standards. This is an old book that will not include our BEST standards.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|----------------------------|--|
| 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. | 2 - Poor Alignment | Not included in sections: domain, range, point slope |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay. | 1 - Very Poor/No Alignment | Growth and decay is not addressed |
| 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. | 1 - Very Poor/No Alignment | No examples on writing functions |
| 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. | 2 - Poor Alignment | Specific example of constant rate of change is not provided in pages 468-484 |
| MA.912.AR.5.6 | Given a table, equation or written description of an exponential function, graph that function and determine its key features. | 1 - Very Poor/No Alignment | 1 example for graphing and key features are not addressed |
| 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 | students are provided numerous ways to represent data |
| 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. | 2 - Poor Alignment | Uni/bivariate is not addressed |

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| 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. | 1 - Very Poor/No Alignment | center of data not addressed. Shape of data is addressed on pg. 829 but not so much in the rest of the pages listed. |
| 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. | 2 - Poor Alignment | Not focused on data on the following pages 354,360-368. |
| 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. | 2 - Poor Alignment | No data on pages 472-474. Pages 828-838 does not address exponential. |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 3 - Fair Alignment | There is not a lot of focus on unions and intersections |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | aligns |

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| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | aligns |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | aligns |
| 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 | aligns |
| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | 5 - Very Good Alignment | aligns |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 5 - Very Good Alignment | aligns |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | aligns |
| 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 | 4 - Good Alignment | aligns |

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| | between continuously compounded interest and exponential growth. | | |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 5 - Very Good Alignment | aligns |
| MA.912.GR.2.4 | Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. | 2 - Poor Alignment | pages provided are showing pictures of tessellations. Nothing that really addresses teaching 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. | 1 - Very Poor/No Alignment | pages do not address standard |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 3 - Fair Alignment | page 595 address 3D not 2D |
| MA.912.GR.4.5 | Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. | 4 - Good Alignment | aligns |
| 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. | 4 - Good Alignment | aligns |
| MA.912.LT.4.1 | Translate propositional statements into logical arguments using propositional variables and logical connectives. | 5 - Very Good Alignment | aligns |
| MA.912.LT.4.2 | Determine truth values of simple and compound statements using truth tables. | 5 - Very Good Alignment | aligns |

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| 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 | aligns |
| MA.912.LT.4.4 | Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems. | 5 - Very Good Alignment | aligns |
| MA.912.LT.4.5 | Determine whether two propositions are logically equivalent. | 5 - Very Good Alignment | aligns |
| MA.912.LT.4.9 | Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams. | 5 - Very Good Alignment | aligns |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 5 - Very Good Alignment | aligns |
| MA.912.LT.5.1 | Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set. | 5 - Very Good Alignment | aligns |
| MA.912.LT.5.4 | Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. | 5 - Very Good Alignment | aligns |
| MA.912.LT.5.5 | Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams. | 5 - Very Good Alignment | aligns |
| MA.912.LT.5.6 | Prove set relations, including DeMorgan’s Laws and equivalence relations. | 5 - Very Good Alignment | aligns |
| 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 | aligns |

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| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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. | <p>1 - Very Poor/No Alignment</p> | <p>Tasks are not provided on these pages.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>2 - Poor Alignment</p> | <p>manipulatives are not used which would be great for most of the topics</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> | <p>3 - Fair Alignment</p> | <p>no tasks provided</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>1 - Very Poor/No Alignment</p> | <p>I do not see evidence of this at all</p> |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. | <p>3 - Fair Alignment</p> | <p>All problems do not provide steps on how to solve</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | most of these pages are the exercises |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and | 4 - Good Alignment | aligns |

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| | methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 3 - Fair Alignment | some of the group exercises can be used for this |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 1 - Very Poor/No Alignment | these are just the exercises at the end of each section |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 1 - Very Poor/No Alignment | these are just the exercises at the end of each section |
| 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 | no collaborative structures are used here |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 1 - Very Poor/No Alignment | these are just the exercises at the end of each section |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 1 - Very Poor/No Alignment | these are just the exercises at the end of each section |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 1 - Very Poor/No Alignment | these are just the exercises at the end of each section |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 2 - Poor Alignment | Content is not specific to the BEST standards. |

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| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 2 - Poor Alignment | Content is not specific to the BEST standards. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 1 - Very Poor/No Alignment | Teachers are not provided with lesson support |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Examples are provided |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 3 - Fair Alignment | Not all content materials cover BEST |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | aligns |
| 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 | aligns |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | aligns |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | aligns |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | aligns |
| 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 | aligns |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | aligns |

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| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | aligns |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | uses current content |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 2 - Poor Alignment | not specific to BEST |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | aligns |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | aligns |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | aligns |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | aligns |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 4 - Good Alignment | aligns |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 2 - Poor Alignment | some chapters do not address all BEST 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 | 3 - Fair Alignment | Teachers will need to prepare additional materials |

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| targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | | |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 3 - Fair Alignment | not align with BEST |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | aligns |
| 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 | digital support provides support for reading and listening |
| 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 | aligns |
| 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 | aligns |
| 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 | aligns |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|----------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | aligns |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | aligns |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | aligns |

| | | |
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| 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 | aligns |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | teacher will have to plan for this. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | aligns |
| 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 | Not a lot of activities more group 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. | 3 - Fair Alignment | Needs to show examples using manipulatives |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | aligns |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | aligns |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | aligns |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | aligns |
| 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 | This book does not address MTRS |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 3 - Fair Alignment | Students are not provided with enough learning strategies for |

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| | | them to be successful without the teacher. |
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| Special Topics | Reviewer Rating | Rating Justification |
|--|-------------------------|----------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | aligns |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | aligns |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | aligns |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | aligns |

UDL Reviewer's Name: David Davis

Title: Precalculus: Graphical, Numerical, Algebraic

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

Author: Demana

Copyright: 2019

Edition: 10

Grade Level: 9-12

Course: [1202340 - Precalculus Honors](#)

Bid ID: 402

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 2 - Poor Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. This was published in 2019. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
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| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: William Igar

Title: Precalculus: Graphical, Numerical, Algebraic

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

Author: Demana

Copyright: 2019

Edition: 10

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 402

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 a great text. I love all the practice problems and especially my math lab. I like the graphs and pics on each page. I like the application problems - I think they are interesting, relevant, and mathematically sound. I don't think there is anything I would change about this book - maybe teach the distance and midpoint in the complex plane and

show the direction of parametric curves. But overall, it is a great text that will help students and teachers learn.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|---|
| 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 | nice applications and relevant material |
| 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 | good idea starting out changing to log form - I personally like to emphasize a logarithm is an exponent |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 5 - Very Good Alignment | comprehensive - I like including the box problem |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 5 - Very Good Alignment | includes Fundamental Thm of Alg |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | I like the blood circulating application |
| MA.912.AR.7.4 | Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and | 4 - Good Alignment | lots of radical problems and examples, but not any real world problems. |

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| | determine constraints in terms of the context. | | but it is more of an alg 2 topic honestly |
| 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 | nice explanations and coverage of topic |
| 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 | I like supply and demand curve application |
| 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 | There is only a handful of piece-wise function problems throughout the text, no explanation on them. They could be sprinkled throughout more. But again, this is more of an alg 2 thing. |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 5 - Very Good Alignment | I love the Fibonacci Sequence |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 5 - Very Good Alignment | common ratio covered well |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 5 - Very Good Alignment | good application adding up the numbers to 100 |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 5 - Very Good Alignment | covered in detail |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent | 5 - Very Good Alignment | I like the half-life and rainforest examples |

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| | relationships between quantities from a written description. | | |
| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 5 - Very Good Alignment | nice intro to derivatives - I like the graphical representation of the difference quotient with the limit |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | nice idea having a whole section dedicated to 12 basic functions - helps students look at it more holistically - like what is the main idea |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 4 - Good Alignment | Not too many application problem when combining functions with operations. But I like that they spent a lot of time on composition of functions - that is needed more. arithmetic combinations are a lot easier. |
| 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 | this is great - this is why students don't understand the chain rule - they don't understand this. it is covered well here |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 5 - Very Good Alignment | again, covered thoroughly for good reason |

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| 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 | a lot of tables and graphs |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 5 - Very Good Alignment | I like the graph of the domain of the inverse sine function |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 5 - Very Good Alignment | decibels is a great application here |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 5 - Very Good Alignment | great graphical relationship |
| 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 | no derivation - but this is more of an alg 2 concept |
| 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 | seemed a little brief on circles |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 5 - Very Good Alignment | nice job focusing on definition |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | nice applications and practice problems |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 5 - Very Good Alignment | nice derivation using distance formula |
| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and | 5 - Very Good Alignment | great applications and graphical representations |

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| | interpret key features in terms of the context. | | |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 5 - Very Good Alignment | good derivation |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | nice applications. I like seeing the asymptotes drawn for each hyperbola |
| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 5 - Very Good Alignment | good graphical representations and problems |
| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 2 - Poor Alignment | modulus is covered but I didn't see midpoint is distance between 2 points |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 5 - Very Good Alignment | I like all the graphs |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 5 - Very Good Alignment | covered in detail |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 5 - Very Good Alignment | explained in detail |
| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 5 - Very Good Alignment | I like the wind velocity application |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 3 - Fair Alignment | not too much on trig form |

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| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 5 - Very Good Alignment | great applications |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 5 - Very Good Alignment | nice graphical representation of dot products |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 5 - Very Good Alignment | nice examples and vectors in bold or vector notation |
| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 5 - Very Good Alignment | covered well |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 5 - Very Good Alignment | I like showing the graphical representation of the parallelogram |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 5 - Very Good Alignment | good examples and problems |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 5 - Very Good Alignment | great examples and applications |
| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 5 - Very Good Alignment | covered well and applied to area of polygons - nice. |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 5 - Very Good Alignment | covered in detail |
| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems. | 5 - Very Good Alignment | I like the graphs in the explanations |

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| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 5 - Very Good Alignment | lots of practice - very good, very important |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 5 - Very Good Alignment | good applications and problems |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 5 - Very Good Alignment | I love the perimeter of the pizza slice |
| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle. | 5 - Very Good Alignment | one of the most important topics in this class - nice job |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0 , $\frac{\pi}{6}$, $\frac{\pi}{4}$, $\frac{\pi}{3}$, and $\frac{\pi}{2}$ and their multiples using special triangles. | 5 - Very Good Alignment | again, very important - great graphs and tables to aid equations/expressions |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 4 - Good Alignment | They have explanations and practice problems with this - but they don't explicitly say - sometimes you can go to pi then go up or down $\pi/4$, for example.. |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 5 - Very Good Alignment | Nice section where |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena | 3 - Fair Alignment | They have everything about period, amplitude, phase shift, etc - very well |

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| | with specified amplitude, frequency, horizontal shift and midline. | | explained - great real world examples with blood pressure and tides. But they don't have any problems, where the student picks whether to use tang or sine. |
| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 5 - Very Good Alignment | this was done well, a good descriptor was a ferris wheel rotating. |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Great job on this one - again - I love the tidal problems and blood pressure |
| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 5 - Very Good Alignment | they even have a section for conversions with calculators - nice. |
| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 5 - Very Good Alignment | Nice job with circles, etc. |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 5 - Very Good Alignment | a lot of great examples - I like how they thought to find the max r |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates. | 5 - Very Good Alignment | they do a good job of hitting these common ones |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 3 - Fair Alignment | They have a lot of good graphs. But they don't show the direction |

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| MA.912.T.4.6 | <p>Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.</p> | <p>5 - Very Good Alignment</p> | <p>nice examples and how to on this</p> |
| MA.912.T.4.7 | <p>Apply parametric equations to model applications involving motion in the plane.</p> | <p>5 - Very Good Alignment</p> | <p>I like the projectile motion and the Ferris wheel example</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>This book has excellent problems, ideas, and ways of seeing the situation differently (the rule of four) It is put together well</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Again, I love that they have a lot of graphs and tables to represent functions - this will help the students immensely in Calculus</p> |

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| | <ul style="list-style-type: none"> Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | <p>This book does a great job of explaining the material in unthreatening ways as well as show the proper, sometimes confusing, mathematical representation. This helps scaffold the material so students are able to understand more</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | <p>This book has excellent "beyond the classroom" and project ideas for the teacher. It helps immensely to have everything just in one place</p> |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>this text does an excellent job with patterns - everything from negative exponents to polar equations cites patterns</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>On word problems, they do look back and reflect on whether this answer makes sense and what it means</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>5 - Very Good Alignment</p> | <p>every section has excellent word problems that the students can relate it. it helps so much</p> |

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| | <ul style="list-style-type: none"> • 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 | this text does a great job of showing what they got, how they got it, why they got it, etc - it is well done. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | this text does a great job of meeting the student where they are at, but slowly expanding their knowledge methodically outwards like a circle. it does a good job of staying in the zone of proximal development |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | this book does a great job of saying does this work? let's check it. like when teaching angle addition they show you can't just "distribute" the sine because you can't just "distribute" other math operations |
| 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 good collaboration activities for the |

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| | | | teacher to call on in order to facilitate growth in the classroom |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | they do a great job of showing how to represent the material mathematically appropriate. like when working with trig identities - emphasizing working on one side |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | they have a lot of opportunities for students to write down their process/what they are thinking/the why/etc |
| 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 notes to help ELL students throughout this text - especially when dealing with vocab |

| 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 does a great job of each standard - especially when using technology as part of the standard. I love the screen shots of the graphing calculators |
| 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 text excellently meets the students where they are at and takes them to where they need to be. |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | There are a lot of examples that I would use in the classroom. There are also teacher tips and remediation exercises as well as exploration activities to help differentiate 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 | They do a great job of showing each step - why they get it, and why it is important. They also put things into perspective of how they will use it in Calc |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | this text has a great complexity and difficulty for students |
| 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 | This section does well - they could have more plain practice problems in the textbook though |
| 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 | Each section has around 5 or so examples. This is the perfect amount to teach a new concept |
| 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 the examples, material, etc is truth represented mathematically |
| 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 a great quality - they focus a lot on where students have been - the algebra - and where they are going - the Calculus |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No errors detected |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | no bias - just math and good applications relevant to all |

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| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>very accurate. correct and detailed</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>again, very accurate. this book speaks the truth</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>yes - very current.. new examples to show new breakthroughs in science</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>5 - Very Good Alignment</p> | <p>yes, the content meets the curriculum, standards and benchmarks set out</p> |
| <p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p> | <p>5 - Very Good Alignment</p> | <p>yes very relevant, good examples or ferris wheels, blood pressure, tides, etc</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>yes - reaches things in their lives</p> |
| <p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p> | <p>4 - Good Alignment</p> | <p>very good content and good connections to science and reading but too much of a connection to history or art</p> |
| <p>19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).</p> | <p>4 - Good Alignment</p> | <p>very good. I just didn't see any references to any religion or ethnicity or different work situation. I don't know if there should be or not. But, the applications were just about what is happening (like planetary motion, tides, blood pressure, etc) Again, I don't exactly know how to represent different cultures - maybe some word problems about different parts of the world and how they overcame those obstacles. like building the wall of china or something.</p> |

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| 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 | word problems are about helping people. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | very well - very detailed - this is a great textbook |

| Presentation | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | yes - a lot of stuff for teachers - examples, hints, practice problems - pretty much everything a teacher needs |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | all the resources work together to help 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 chapters move forward progressively very well. I like the focus on the 12 functions - nice touch |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | lots of pics, diagrams, not any pages with just words on 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 | very well done. presents one topic - then has practice problems for that topic. It is well done |
| 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 | they have my math lab which is adaptable to all learners |

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| 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 is great - lots of diagrams and graphs. not just a bunch of words. My math lab has a lot of good practice too |
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| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | it's hard to motivate via text. Motivation needs to come face to face or students at least need to hear something or some movement to help with motivation. They do have my math lab which works through examples which I really like though |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | I love the 12 functions and the four ways of representing situations - those big ideas are throughout the text and they are the big ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | examples explain steps, diagrams show concepts. it is put together well |
| 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 | my math lab shows worked out examples and explanations. students and teachers have everything they need with this text |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | they have words, pics, graphs - lots of different ways to reach lots of different 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 | It's hard to engage students with written words and examples. To engage students fully, they a platform where they have to answer questions |

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| | | and it moves them along. But that is what the teacher is for. This material will help the teacher a lot. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | concepts flow very well from one chapter to the next. the material is organized exactly how I would do it |
| 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 | it has a lot of graphs and examples - that is what will help students the most |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | it shows the material and how to present it. It reminds the students what they have learned and |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | the chapters are organized in a good way to test each chapter, correlated 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 | I like all the practice problems for each lesson. it is put together well |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | There is the text book and my math lab which is accessible to all |
| 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, great mathematical reasoning and logic |
| 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, this text meets 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 | yes, nothing about CRT |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | yes, nothing about Culturally Responsive Teaching |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | yes, nothing about 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 | yes, nothing about Social Emotional Learning |

Reviewer's Name: Isabella Murphy

Title: Precalculus: Graphical, Numercial, Algebraic

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

Author: Demana

Copyright: 2019

Edition: 10

Grade Level: 9-12

Course: [Pre-Calculus Honors](#)

Bid ID: 402

| 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 | N/A |

Reviewer's Name: Virginia Snyder

Title: Precalculus: Graphical, Numerical, Algebraic

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

Author: Demana

Copyright: 2019

Edition: 10

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 402

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, the text and materials provide a solid foundation for course instruction. Teacher have the added benefit of access to online resources through MyMathLab such as Powerpoint lecture slides, solution guides, and TestGen (assessment generator and test banks). Students will have access to online resources, which have the potential to greatly

benefit students as long as that option is purchased for students. Otherwise, students do not have online access to MyMathLab. In districts where ELL needs include resources in a native language, teachers will need to translate material for their students. The major tools content does a thorough job of covering the course standards, but at times does go beyond the scope of the course. Teachers will be able to choose which topics can serve as an extension of student learning based on needs/time in their classrooms.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|--|
| 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 | Clarifications met - pg. 249 |
| 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 | Properties pg. 272; applications starting on pg. 274 |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 5 - Very Good Alignment | Met on pg. 204 |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 5 - Very Good Alignment | Clarifications met - text uses interval notation |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Clarifications met - use of interval notation |

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| MA.912.AR.7.4 | <p>Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context.</p> | <p>3 - Fair Alignment</p> | <p>Discussion of square root (and power functions) seems to be somewhat out of order. When discussed in Ch 1.3, wording indicates certain things have already been stated, however properties of the square root function are not discussed until Ch 2 (pg. 174)</p> |
| MA.912.AR.8.3 | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Properties begin on pg. 213</p> |
| MA.912.AR.9.3 | <p>Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.</p> | <p>5 - Very Good Alignment</p> | <p>Met, complete with real-world applications</p> |
| MA.912.AR.9.10 | <p>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.</p> | <p>4 - Good Alignment</p> | <p>Inequality notation used throughout text; no noticeable mention of intercepts</p> |
| MA.912.AR.10.1 | <p>Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.</p> | <p>4 - Good Alignment</p> | <p>Real-world applications included as part of student practice questions</p> |
| MA.912.AR.10.2 | <p>Given a mathematical or real-world context, write and solve problems involving geometric sequences.</p> | <p>4 - Good Alignment</p> | <p>Real-world applications included as part of student practice questions</p> |
| MA.912.AR.10.3 | <p>Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems.</p> | <p>4 - Good Alignment</p> | <p>Real-world applications included as part of student</p> |

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| | | | practice questions, not instruction |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 4 - Good Alignment | Real-world applications included as part of student practice questions, not instruction |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 4 - Good Alignment | Real-world applications included as part of student practice questions, not instruction |
| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 3 - Fair Alignment | Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Use throughout text |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| 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 | Multiple examples and practice opportunities |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 5 - Very Good Alignment | Real-world applications beginning on pg. 110 |

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| 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 | Stated on pg. 120, followed by examples and practice |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 5 - Very Good Alignment | Stated on pg. 120, followed by examples and practice |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 5 - Very Good Alignment | Applications on pg. 123 |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 5 - Very Good Alignment | Complete with illustrations pg. 564 |
| 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 | Circles are briefly discussed as part of the Prerequisite Chapter and are not further discussed along with conic sections in chapter 8 |
| 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 real-world applications of circles were found |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 5 - Very Good Alignment | Multiple examples and practice opportunities |

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| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 2 - Poor Alignment | Addition is represented on pg 495, but geometric representations of subtraction, multiplication, and conjunctions are not present |
| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 4 - Good Alignment | Real-world problems not found involving complex number plane |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 5 - Very Good Alignment | Clarifications met with inclusion of rectangular and polar forms |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 5 - Very Good Alignment | Starting page 496 - thorough coverage |

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| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 5 - Very Good Alignment | Multiple examples and opportunities to practice |
| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 5 - Very Good Alignment | Real-world examples starting on page 453 |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 5 - Very Good Alignment | Formulas, examples, and real-world practice |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 5 - Very Good Alignment | Multiple practice opportunities |
| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 5 - Very Good Alignment | Met with NSO.3.1 |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 5 - Very Good Alignment | Met with multiple opportunities for mastery |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 5 - Very Good Alignment | Includes real-world applications |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 5 - Very Good Alignment | Met with T.1.3 |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 5 - Very Good Alignment | Multiple examples and practice opportunities |

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| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 5 - Very Good Alignment | Met alongside T.1.5 and T.1.6; Multiple examples and practice opportunities |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0 , <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 4 - Good Alignment | Not much discussion of the unit circle, but still included with explanations |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with | 5 - Very Good Alignment | Multiple examples and practice opportunities |

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| | specified amplitude, frequency, horizontal shift and midline. | | |
| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 5 - Very Good Alignment | Multiple discussions of properties and key features of trigonometric functions and their graphs, including a key feature chart on Pg. 357 |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Met alongside T.3.1 and T.3.2 |
| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 5 - Very Good Alignment | Multiple examples and practice opportunities |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates. | 5 - Very Good Alignment | Met alongside T.4.3 |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 5 - Very Good Alignment | Multiple examples and practice opportunities; complete with technology tutorials |

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| MA.912.T.4.6 | <p>Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.</p> | <p>5 - Very Good Alignment</p> | <p>Multiple examples and practice opportunities</p> |
| MA.912.T.4.7 | <p>Apply parametric equations to model applications involving motion in the plane.</p> | <p>5 - Very Good Alignment</p> | <p>Multiple examples and practice opportunities; met alongside T.4.5</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are given opportunities to model methods as they work through various concepts and skills throughout the book, including real-world applications</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>The entire text is centered around a "Rule of Four" approach; balancing the algebraic, numerical, graphical, and verbal methods of representing problems. Students are urged to solve problems using one method, and support or confirm their solutions using another method, thereby learning the value of each method or representation.</p> |

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| | <ul style="list-style-type: none"> Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | <p>This text is also designed with a problem solving approach, guiding students through the process of understanding the problem, developing a mathematical model, solving the model and support or confirming the solutions, and interpreting the solution within the problem setting.</p> |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | <p>Through real-world applications and chapter projects, students are continually encouraged to discuss their reasoning and mathematical concepts with their peers.</p> |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Through the examples and chapter extensions, students are encouraged to create plans to solve real-world applications, extending what they are learning beyond the classroom.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Based on their problem solving approach, students are encouraged to not only find a reasonable solution, but then verify it using another method.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>5 - Very Good Alignment</p> | <p>There are many real-world extensions and applications in this text, giving students multiple and</p> |

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| | <ul style="list-style-type: none"> • 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. | | continuous examples of the real-world applications of the concepts they are learning |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | As part of the problem solving process, students are continuously asked to explain their reasoning and justify solutions |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Concepts, skills, and examples are broken down into digestible bites that are easier for students to process and master |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Based on previous knowledge, students are prompted to extend that knowledge and make predictions on the behavior of new concepts and skills |
| 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 | Within each set of lesson exercises, there are Group Activity questions that encourage students to get together in groups and use mathematical vocabulary to talk |

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| | | | about the concepts and skills they are learning |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Students are presented with multiple examples of the problem solving process that model mathematically sound methods of problem solving that they should be able to use as models for their own processes. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Within each set of lesson exercises, there are Group Activity questions that encourage students to get together in groups and use mathematical vocabulary to talk about the concepts and skills they are learning |
| 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 | Although there are guides scattered throughout the text for helping teacher assist ELL students, there were no other student resources found in other languages. Different features are color coded to assist students in finding them.++ |

| Content | Reviewer Rating | Rating Justification |
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| <p>1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements</p> |
| <p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p> | <p>4 - Good Alignment</p> | <p>There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements</p> |
| <p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p> | <p>5 - Very Good Alignment</p> | <p>Material would be a great resource to use for the instruction of Precalculus Honors</p> |
| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>4 - Good Alignment</p> | <p>There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the</p> |

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| | | <p>difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>4 - Good Alignment</p> | <p>There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>Although a timetable for the course was not found, there is a guide at the beginning of each section suggesting the length of the sections and</p> |

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| | | which topics to cover through each day. The content itself seems teachable throughout a normal school year. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | The authors of the text are regarded as experts in their field; citations of data are noted and relay current information, helping students make connections to the real-world |
| 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 of the text are regarded as experts in their field; citations of data are noted and relay current information, helping students make connections to the real-world |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No typographical or visual errors were apparent while viewing the 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 | Content is free from 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 | The authors of the text are regarded as experts in their field; citations of data are noted and relay current information, helping students make connections to the real-world |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Material appears free of mistakes and inconsistencies |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | The authors of the text are regarded as experts in their field; citations of data are noted and relay current |

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| | | information, helping students make connections to the real-world |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | There are a few instances of the text going beyond the scope of what students are expected to learn in the course, to the detriment of the concept itself. Example: Discusses the uses of the difference quotient, but then moves straight into differentiation. Does not ask students to calculate using a pair of points. Text seems to go above the scope of material needed for the course benchmark requirements |
| 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 multiple connections to the real-world throughout the chapter projects, and real-world applications are noted in the back of the text. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | There are multiple connections to the real-world throughout the chapter projects, and real- |

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| | | world applications are noted in the back of the text. |
| 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 representations are fair and unbiased |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Materials portray people and animals in a humane and compassionate manner |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Although the text does correlate to the BEST standards, teachers need to be aware that the standards referenced in the teacher's edition are the Common Core Standards. Also, it seems at times that the text extends beyond the scope of what is expected in the 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 | According to the publisher video, teachers have access to PowerPoint lessons, lesson plans, video tutorials, and TestGen (test/quiz/assignment generator software). With the addition of MyMathLab, video tutorials for students as well as premade assignments and assessments are available. These were not accessible during review, but seen through the publisher video. |

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| <p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p> | <p>4 - Good Alignment</p> | <p>According to the publisher video, teachers have access to PowerPoint lessons, lesson plans, video tutorials, and TestGen (test/quiz/assignment generator software). With the addition of MyMathLab, video tutorials for students as well as premade assignments and assessments are available. These were not accessible during review, but seen through the publisher video.</p> |
| <p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p> | <p>5 - Very Good Alignment</p> | <p>Material is presented in a logical order for mastery of the content</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>5 - Very Good Alignment</p> | <p>Through the text's graphical approach, students are visually engaged with skills and concepts. According to the publisher questionnaire and video, there are also narrated student help videos to provide students with extra guidance</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>5 - Very Good Alignment</p> | <p>The material is organized into digestible bites that allow students to understand the content and achieve mastery of the material</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>5 - Very Good Alignment</p> | <p>According to the publisher questionnaire, students can adjust the size of eText font, text-to-speech tools, captioning in student videos, keyboard navigation shortcuts, highlighters, and note-taking tools are available for online student use.</p> |

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| 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 is easily adaptable to use in the classroom for student success and skill mastery |
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| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Although the text provides encouragement for students through the problem solving process, MyMathLab would greatly exemplify this if students have access. According to the publisher video, students would have access to individualized learning through the Study Plan, immediate feedback on practice questions with guidance, and at home support with on-the-spot help |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Materials are grouped in such a way that big ideas are taught through the mastery of smaller concepts grouped in digestible bites |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | At the beginning of each section, students have a preview of what they will learn about in the section and why it is important: "What you'll learn about... and why" Teacher resources go further, listing the student objective and providing a guided motivation for student 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 | This text relies heavily on teaching students to be successful problem solvers, |

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| | | continuously leading them through the problem solving process, and encouraging them to develop critical thinking skills. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | According to the publisher video, students have access to individualized learning plan through MyMathLab. Students can self-assess and have access to a Study Plan that will help them achieve mastery |
| 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 text relies heavily on teaching students to be successful problem solvers, continuously leading them through the problem solving process, and encouraging them to develop critical thinking 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 | This text relies heavily on teaching students to be successful problem solvers, continuously leading them through the problem solving process, and encouraging them to develop critical thinking skills. |
| 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 text relies heavily on teaching students to be successful problem solvers, continuously leading them through the problem solving process, and encouraging them to develop critical thinking skills. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | This text relies heavily on teaching students to be successful problem solvers, continuously leading them |

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| | | through the problem solving process, and encouraging them to develop critical thinking skills, and mastering the course content |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Throughout the text, guidance is given for student assessment through notes on the students exercises. A recommended assignment guide is provided along with cooperative learning and ongoing assessment |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Throughout the text, guidance is given for student assessment through notes on the students exercises. A recommended assignment guide is provided along with cooperative learning and ongoing assessment |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | Through the use of the online tools and major tool, the submission meets the needs of students through adaptive text, captioning, and text-to-speech. However, there are no multilingual tools available to 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 | ELA expectations and MTRs are met through the submitted 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 | Overall, the submission meets the Learning requirements for teachers and students |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | No evidence of CRT is noticeable in the materials |
| 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 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 CRT was found 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 SEL was found in the material |

Reviewer's Name: Isabella Murphy

Title: Precalculus: Enhanced with Graphing Utilities

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

Author: Sullivan

Copyright: 2021

Edition: 8

Grade Level: 9-12

Course: [Pre-Calculus Honors](#)

Bid ID: 403

| 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. 323 ("Diversity Index") |

Reviewer's Name: Makeda Brome

Title: Precalculus: Enhanced with Graphing Utilities

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

Author: Sullivan

Copyright: 2021

Edition: 8

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 403

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 one of the best precalculus textbooks I have seen/reviewed. It is clear that purpose was taken to design the curriculum for high school students and teachers. Each section begins with a reference to previous sections that will help students/teachers understand the section coming up. Problems are presented in multiple ways in each section. The

student problems are not just computational. Each student work section includes concepts/vocabulary, mathematical examples, real world examples, spiral review, and a chance for students to write about mathematics and discuss with others. I have not seen this in other books. Weakness includes accessibility for students with disabilities and ELL. Other language dictionary should be added

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of exponential functions located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| 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 | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of logarithmic functions located in other parts of the book. Objectives are |

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| | | | <p>listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.AR.6.3</p> | <p>Explain and apply theorems for polynomials to solve mathematical and real-world problems.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.AR.6.4</p> | <p>Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of</p> |

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| | | | <p>solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.AR.6.6</p> | <p>Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.AR.7.4</p> | <p>Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student</p> |

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| | | | examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| 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 | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| 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 | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill |

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| | | | building and applied practice. Problems also include discussion and writing and review from previous sections |
| 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. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems |

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| | | | also include discussion and writing and review from previous sections |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing |

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| | | | and review from previous sections |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 5 - Very Good Alignment | Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections |

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| <p>MA.912.F.1.4</p> | <p>Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.F.1.7</p> | <p>Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.F.3.3</p> | <p>Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.F.3.4</p> | <p>Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.F.3.5</p> | <p>Solve mathematical and real-world problems involving composite functions.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.F.3.7</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.F.3.8</p> | <p>Produce an invertible function from a non-invertible function by restricting the domain.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.F.3.9</p> | <p>Solve mathematical and real-world problems involving inverse functions.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.GR.7.1</p> | <p>Given a conic section, describe how it can result from the slicing of two cones.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.GR.7.2</p> | <p>Given a mathematical or real-world context, derive and create the equation of a circle using key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.GR.7.3</p> | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.GR.7.4</p> | <p>Given a mathematical or real-world context, derive and create the equation of a parabola using key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.GR.7.5</p> | <p>Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.GR.7.6</p> | <p>Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.GR.7.7</p> | <p>Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.GR.7.8</p> | <p>Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.GR.7.9</p> | <p>Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.2.2</p> | <p>Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.2.3</p> | <p>Calculate the distance and midpoint between two numbers on the complex coordinate plane.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.2.4</p> | <p>Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.2.5</p> | <p>Represent complex numbers on the complex plane in rectangular and polar forms.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.2.6</p> | <p>Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.3.1</p> | <p>Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.3.2</p> | <p>Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.3.3</p> | <p>Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.3.4</p> | <p>Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.3.6</p> | <p>Multiply a vector by a scalar algebraically or graphically.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.3.7</p> | <p>Compute the magnitude and direction of a vector scalar multiple.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.NSO.3.8</p> | <p>Add and subtract vectors algebraically or graphically.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.NSO.3.9</p> | <p>Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.1.3</p> | <p>Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.1.4</p> | <p>Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.1.5</p> | <p>Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.1.6</p> | <p>Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.1.7</p> | <p>Simplify expressions using trigonometric identities.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.1.8</p> | <p>Solve mathematical and real-world problems involving one-variable trigonometric ratios.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.2.1</p> | <p>Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π. Convert between degrees and radians.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.2.2</p> | <p>Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.2.3</p> | <p>Determine the values of the six basic trigonometric functions for 0, <input type="text"/>, <input type="text"/> and <input type="text"/> and their multiples using special triangles.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.2.4</p> | <p>Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.2.5</p> | <p>Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.3.1</p> | <p>Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.3.2</p> | <p>Given a table, equation or written description of a trigonometric function, graph that function and determine key features.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.3.3</p> | <p>Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.4.1</p> | <p>Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.4.2</p> | <p>Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.4.3</p> | <p>Graph equations in the polar coordinate plane with and without the use of graphing technology.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.4.4</p> | <p>Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| <p>MA.912.T.4.5</p> | <p>Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| <p>MA.912.T.4.6</p> | <p>Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |

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| MA.912.T.4.7 | <p>Apply parametric equations to model applications involving motion in the plane.</p> | <p>5 - Very Good Alignment</p> | <p>Sections meet the intent of the standard. Goes over and above by indicating prerequisites of the standard located in other parts of the book. Objectives are listed. Algebraic and Graphical ways of solving are showcased. Student examples included concepts/vocab, skill building and applied practice. Problems also include discussion and writing and review from previous sections</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Every section includes problems specifically designed for student conceptual understanding and places for discussion and writing. The problems are rich and promote students as mathematicians</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> | <p>5 - Very Good Alignment</p> | <p>In each section problems are presented and solved in multiple ways including (if necessary) table,</p> |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>algebraically, graphically, and graphing calculator</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Each section builds upon fluency by first identifying at the beginning of each section where students learned prerequisites for the section and guides them back the end of each section also has a spiral review from each section. Also, within each section there are multiple opportunities for students to practice problems that help increase fluency.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>5 - Very Good Alignment</p> | <p>Each section has an Explaining Concepts section where students can write about and discuss mathematics.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Sections are outlined in a way that builds upon student reasoning and helps them to connect concepts within and between sections</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>students are asked to assessed reasonableness when appropriate</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | This book does not lack in real world application problems throughout the book. The only potential downside is application problems are mostly in the student work section and not throughout the main section |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Book gives students chances in each section to write about and justify mathematical answers |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Book is written at level of high school students. many high school precalculus textbooks are usually college level and written at college level. This book is written at level of high school students |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Exploration exercises allow students to make inferences when necessary |
| 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 use appropriate collaborative techniques and engage in academic discussions as they Explain Concepts through Discussion and Writing and participate in Chapter Projects. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Quality examples are given in each section, in addition, steps to solve problems are written out when necessary |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | the explaining concepts section allows students to use appropriate tone when writing |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 1 - Very Poor/No Alignment | did not see instances of supports for ELL or alternative dictionaries |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Curriculum covers all BEST standards with the appropriate outcomes |

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| <p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p> | <p>5 - Very Good Alignment</p> | <p>Content is written to skill level of course, many precalculus books are written at college level, this book is written at high school level while not losing covering standards at the appropriate level</p> |
| <p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p> | <p>5 - Very Good Alignment</p> | <p>The curriculum has all teacher needs so there is very little teacher would need to supplement</p> |
| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>5 - Very Good Alignment</p> | <p>Book offers good explanations throughout which allows students to understand content</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>5 - Very Good Alignment</p> | <p>Content matches the level of the standards</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>book is one of the best that matches high school level design while tackling precalculus concepts</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>Content matches the level of the standards</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>many and secondary sources cited in the materials reflect expert information for the subject</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>primary and secondary sources contribute to the quality of the content in the materials.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>all reviewed content was accurate</p> |

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| 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 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 are representative of a precalculus course |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Content is factual and accurate, saw no errors in sections reviewed |
| 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 presented 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 presented well for high school students |
| 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 application problems are geared towards students and their everyday lives |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Book includes interdisciplinary content in each section |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Very good representations with a variety of word problems that students can relate to |
| 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 | When necessary humanity and compassion are shown |

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| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Book does a great job of matching the content to the benchmarks and standards |
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| Presentation | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | teacher and student resources are comprehensive |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | all major components align with each other and curriculum |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | material is organized in logical way |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | materials are readable |
| 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 at level so students can understand and learn 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 | most accessibility requires outside software, not embedded in 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 | great presentation of book and online materials |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | materials are designed to engage students |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | materials are chunked appropriately |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | materials contain clear objectives in each section |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | book is designed to create independent learners |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | very good |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | materials engage students in the learning process |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | activities are logical extensions of content, goals, objectives |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | uses appropriate strategies that help support learning |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | multiple ways of solving/teaching are presented in each section |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | materials correlate |
| 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 are appropriate and assess at all dok levels |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | UDL incorporated throughout book |

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| 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 | exceeds ELA and MTR requirements |
| 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 | book satisfies learning requirements |

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

Reviewer's Name: Carl Clark

Title: Precalculus: Enhanced with Graphing Utilities

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

Author: Sullivan

Copyright: 2021

Edition: 8

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 403

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 textbook is very similar to the textbook I currently use to teach Precalculus to community college students. The intention of the textbook is to use the interactive MyLabMath student platform, which will provide the support of working with manipulatives to reinforce the concepts taught. That said, this textbook will stand alone as a curriculum

resource for teaching Precalculus to high school honors students. The few noted discrepancies can be easily supplemented, if needed.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Meets benchmark. |
| MA.912.AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | Minimal coverage of "real-world problems." |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 3 - Fair Alignment | Real-world examples limited to linear and quadratic polynomials. |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 2 - Poor Alignment | No "degree 3 or higher" real-world problems and no evidence of "constraints in terms of context." |
| MA.912.AR.7.4 | Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and | 4 - Good Alignment | Minimal coverage of "real-world problems." |

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| | determine constraints in terms of the context. | | |
| 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 | Meets benchmark. |
| MA.912.AR.9.3 | Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. | 5 - Very Good Alignment | Meets benchmark. |
| 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. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 5 - Very Good Alignment | Meets benchmark. |

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| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 5 - Very Good Alignment | Meets benchmark. |
| 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 | Meets benchmark. |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 5 - Very Good Alignment | Meets benchmark. |
| 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 | Meets benchmark. |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 5 - Very Good Alignment | Meets benchmark. |
| 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 | Meets benchmark. |

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| 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 | Meets benchmark. |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 1 - Very Poor/No Alignment | As per note by publisher, this specific task is not explicitly available; the standard implies that |

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| | | | the midpoint and distance of complex numbers be calculated. One problem is available that is tangently aligned. Search for midpoint reveals o reference in complex number section. |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 5 - Very Good Alignment | Meets benchmark. |

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| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 5 - Very Good Alignment | Meets benchmark. |

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| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0, <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 5 - Very Good Alignment | Meets benchmark. |

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| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.6 | Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve. | 5 - Very Good Alignment | Meets benchmark. |
| MA.912.T.4.7 | Apply parametric equations to model applications involving motion in the plane. | 5 - Very Good Alignment | Meets benchmark. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Meets benchmark. |

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| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Meets benchmark.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Meets benchmark.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>5 - Very Good Alignment</p> | <p>Meets benchmark.</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Meets benchmark. |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> | 5 - Very Good Alignment | Meets benchmark. |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | Meets benchmark. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Meets benchmark. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Meets benchmark. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Meets benchmark. |

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| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 5 - Very Good Alignment | Meets benchmark. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Meets benchmark. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | Meets benchmark. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | The vast majority of topics are covered in detail and the minor discrepancies will not jeopardize the students' ability to prepare for Calculus. |
| 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 witting level is appropriate for honors students and community college students. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The textbook is quality but it would have been better to also evaluate the electronic student platform. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Yes. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Yes. |

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| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | Yes. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | Yes. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 1 - Very Poor/No Alignment | Could not locate list of reviewers. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | The material is excellent, but no list of reviewers found. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Yes. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Yes. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Yes. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Yes. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Yes. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Yes. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Yes. |

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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Yes. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Yes. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Mathematics textbooks study mathematics and do not have political affiliation. |
| 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 | Mathematics textbooks study mathematics and do not have political affiliation. |
| 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 | Not all "student and Reacher Resources" are available. Not being able to evaluate the online resources make this difficult to evaluate, but the course could be taught with minimal extra resources based entirely on the textbook. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Few and insignificant discrepancies. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Organization matches the order these topics are generally taught. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in | 4 - Good Alignment | Use of color fonts in mathematical calculations |

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| understanding of the content at a level appropriate to the students' abilities. | | would improve 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. | 5 - Very Good Alignment | Yes. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Again, unable to assess "assistive supports that aid students, including those with disabilities, to access and interact with the material. "" |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | The very good alignment is justified by personal knowledge and use of MyLabMath, which moves two of the "good" to "very good" above. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Not all instructional material were available for review. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Yes, the two big ideas are Algebra and Trigonometry. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Yes. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | Not all instructional material were available for review. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Not all instructional material were available for review. |

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| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Not all instructional material were available for review. |
| 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 end of chapter question/assessments meet this requirement. |
| 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 | Not all instructional material were available for review. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Not all instructional material were available for review. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Not all instructional material were available for review. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Not all instructional material were available for review. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Yes. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Yes. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | These question go to the specific course and not generalized based on my personal knowledge of MyLabMath. |

| Special Topics | Reviewer Rating | Rating Justification |
|----------------|-----------------|----------------------|
|----------------|-----------------|----------------------|

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

UDL Reviewer's Name: David Davis

Title: Precalculus: Enhanced with Graphing Utilities

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

Author: Sullivan

Copyright: 2021

Edition: 8

Grade Level: 9-12

Course: [1202340 - Precalculus Honors](#)

Bid ID: 403

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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|--|----------------------------|---|
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Jordan Adams

Title: Precalculus

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Pre-Calculus Honors](#)

Bid ID: 404

| 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 | Nothing that violates the rule. |

Reviewer's Name: Chris Allen

Title: Precalculus

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 404

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.

Positive: Learning strategies like the BEST math standards all seem to check out. Great online resources, including a "Corequisite Support" section of the student edition (the pages starting with "R"). All lessons have review exercises, cumulative review, summary, and tests. Negative: Many lessons and topics that are inappropriate for school aged children. The book uses "Project Implicit" as the source for many lessons and problems. Project Implicit assumes that everyone has unconscious bias using unvalidated data from surveys, and they provide training on Perceptual, Social, and Decision-Making Bias, Bias in Action, and How to Reduce the Impact of Bias. Multiple problems contain figures and data from magazines and mainstream media. Content includes probability of divorce, high school seniors who participate in illegal activities, vaccination for covid-19, and gender bias. All of which are not relevant or meaningful to high school aged children. The lesson on vaccination does not mention natural immunity, medical inability to get it, or religious exemption to the vaccine. Vaccination in general should not be discussed in a school setting as it's a parent's choice whether their minor child get it or not. No child should have to explain why they would or would not get a vaccine. The chart on page R218 (on the Corequisite Support section in student online edition)

implies that people who consider themselves conservative are more likely to have racial prejudice. Thus turning off students from considering themselves "conservative" now or in the future. Overall I feel this book is agenda driven and biased to the issues the author considers "important."

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|--------------------|----------------------|
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | |
| MA.912.AR.5.9 | Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 4 - Good Alignment | |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 4 - Good Alignment | |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | |
| MA.912.AR.7.4 | Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | |

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| 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 | |
| MA.912.AR.9.3 | Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. | 4 - Good Alignment | |
| 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. | 4 - Good Alignment | |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 4 - Good Alignment | |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 4 - Good Alignment | |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 4 - Good Alignment | |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 4 - Good Alignment | |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 4 - Good Alignment | |
| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 4 - Good Alignment | |

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| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 4 - Good Alignment | |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 4 - Good Alignment | |
| 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. | 4 - Good Alignment | |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 4 - Good Alignment | |
| 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. | 4 - Good Alignment | |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 4 - Good Alignment | |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 4 - Good Alignment | |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 4 - Good Alignment | |
| 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 | |
| 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 | |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 4 - Good Alignment | |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an | 4 - Good Alignment | |

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| | equation of a parabola. Determine and interpret key features in terms of the context. | | |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 4 - Good Alignment | |
| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. | 4 - Good Alignment | |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 4 - Good Alignment | |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 4 - Good Alignment | |
| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 4 - Good Alignment | |
| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 4 - Good Alignment | |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 4 - Good Alignment | |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 4 - Good Alignment | |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 4 - Good Alignment | |

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| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 4 - Good Alignment | |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 4 - Good Alignment | |
| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 4 - Good Alignment | |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 4 - Good Alignment | |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 4 - Good Alignment | |
| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 4 - Good Alignment | |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 4 - Good Alignment | |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 4 - Good Alignment | |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 4 - Good Alignment | |
| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 4 - Good Alignment | |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 4 - Good Alignment | |
| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, | 4 - Good Alignment | |

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| | cosine, and tangent. Apply these formulas to solve problems. | | |
| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 4 - Good Alignment | |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 4 - Good Alignment | |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 4 - Good Alignment | |
| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle. | 4 - Good Alignment | |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0 , <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles. | 4 - Good Alignment | |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 4 - Good Alignment | |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 4 - Good Alignment | |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline. | 4 - Good Alignment | |

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| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 4 - Good Alignment | |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | |
| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 4 - Good Alignment | |
| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 4 - Good Alignment | |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 4 - Good Alignment | |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates. | 4 - Good Alignment | |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 4 - Good Alignment | |
| MA.912.T.4.6 | Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve. | 4 - Good Alignment | |
| MA.912.T.4.7 | Apply parametric equations to model applications involving motion in the plane. | 4 - Good Alignment | |
| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others: | 4 - Good Alignment | |

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| | <ul style="list-style-type: none"> 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. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>4 - Good Alignment</p> | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. | <p>4 - Good Alignment</p> | |

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| | <ul style="list-style-type: none"> • 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 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. | <p>4 - Good Alignment</p> | |

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|--------------------------------|--|--------------------|--|
| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | |

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| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 3 - Fair Alignment | Evidence sometimes includes biased sources |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 1 - Very Poor/No Alignment | Not applicable |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 1 - Very Poor/No Alignment | Not applicable |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | |
| 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 | |

| Content | Reviewer Rating | Rating Justification |
|---|----------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 1 - Very Poor/No Alignment | 1. Prerequisite Chapter intro – Asks if algebra can help tell about “racial bias”, “widening imbalance between numbers of women and men on college campuses”, etc. Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 2. Page R218 – #103 mentions an “Implicit Association Test that measures levels of racial prejudice” dependent in age. #104 has a similar chart with the title “Measuring Racial Prejudice, by Political Identification.” This chart shows that people are prejudice if they are “conservative.” Emphasis that racism is embedded in American society dependent on age or political affiliation. Contains Critical Race Theory which is prohibited in 6A- 1.094124 F.A.C.; 3. Page 56, Measuring Exercises – A |

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| | | <p>bar graph is shown with the title “Measuring Racial Prejudice, by Age. The source is “Project Implicit Demonstration Website.” Emphasis that racism is embedded in American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 4. R210 – First sentence says: “What? Me? Racist?...” It goes on to state as a matter of fact that most groups of people have “slight” or “moderate” bias and this is dependent on “age” and “political identification.” It uses the “Implicit Association Test” to determine this. Emphasis that racism is embedded in American society dependent on age or political affiliation. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 5. Page 48 – Again mentions the Implicit Association Test and says, “Most groups’ average scores fall between ‘slight’ and ‘moderate’ bias...” Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.</p> |
| 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 | |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 2 - Poor Alignment | They contain CRT as mentioned in 1A. Multiple lessons reference racial bias/racism |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | |
| 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 | |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the | 3 - Fair Alignment | 6. Lessons are very “wordy” and not as many examples showing how to do content. May be too long for “time periods” for teaching. |

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| treatment of content matches the time period allowed for teaching. | | |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 2 - Poor Alignment | 7. Uses magazines, mainstream media, and biased non-profit for it's data in questions, examples, and lessons. Not many reputable, unbiased data collection agencies like CDC, US Census, US departments, etc. These are not good sources for information and contain bias; 8. Page 56, Measuring Exercises – A bar graph is shown with the title “Measuring Racial Prejudice, by Age.” The source is “Project Implicit Demonstration Website.” This is not a good source for information. Project Implicit assumes that everyone has unconscious bias using unvalidated data. https://www.projectimplicit.net |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 2 - Poor Alignment | News magazines are not unbiased sources of information, and Project Implicit is used for multiple problems throughout the book. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | |
| 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). | 1 - Very Poor/No Alignment | The book presents racial bias as implicit, global warming as fact based on old data, pushes for vaccine as the only way to stop coronavirus of 2020 (nothing of natural immunity), contains political bias, and gender bias. None of these are objectively presented. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 2 - Poor Alignment | 9. Chapter 1 Intro – Uses the 2006 An Inconvenient Truth by Al Gore to push that humans are causing global warming. This article is 15 years old, and it's predictions have been proven inaccurate. |
| 14. E. Currency of Content: The content is up-to-date according to | 4 - Good Alignment | |

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| 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. | 4 - Good Alignment | |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 2 - Poor Alignment | 12. Content seems opinionated and based on the interests of the authors rather than what high schoolers would think of themselves. One example is “probability of divorce.” |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 2 - Poor Alignment | 10. Page 156 – Talks about probability of divorce and other factors that “affect whether a marriage will last.” Context is not relevant or meaningful to students; 13. Page 337 – Pushes vaccine as the only way to stop coronavirus from 2020. The video on Savvas about the author shows this passage without the word “vaccine,” however vaccine was added to push their agenda. See https://mediaplayer.pearsoncmg.com/assets/Bobcast_Video . Context is not relevant or meaningful to students as many themselves or their parents have a sincerely held religious or moral belief against vaccines. No reference of natural immunity either. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 2 - Poor Alignment | 11. Page 160 – shows a graph about percentage of high school seniors who do illegal activities. Chart title is “Alcohol and Marijuana Use by United States High School Seniors.” Context is not age appropriate, relevant or 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). | 1 - Very Poor/No Alignment | 14. Multiple examples of gender bias, racial bias, political bias, etc. The emphasis on these topics do not portray gender and ethnicity fairness, gender and ethnicity advocacy, and is biased; 15. Page R435, Chapter 6 Intro – Mentions gender imbalance on campus AND sexual abstinence among young adults. The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased; 16. Page R1, Chapter 1 Intro – Mentions college gender imbalance AND gender divide in salaries for college graduates. The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased; 17. Page R439 – Asks you to refer back to “gender imbalance on US college campuses.” The |

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| | | emphasis on this topic does not portray gender fairness, gender advocacy, and is biased; 18. Page R131 – #71 and #72 keeps emphasizing on the difference between male and female wages. A wage gap. The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased; 19. Page 126 – #66 has a male drafted by military with gender bias. That his savings account would be divided unproportionally if child was male vs female. The problem nonchalantly states that draftee did not return home: “We’ll never know what Dick was thinking of, for (as fate would have it) he did not return from the war.” It makes the student figure out how the money would be divided based on gender. The emphasis on this topic does not portray gender fairness, gender advocacy, and is biased. |
| 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 | |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 2 - Poor Alignment | Content contains Critical Race Theory, global warming as fact, pushes for vaccine as the only way to stop coronavirus of 2020 (nothing of natural immunity), contains political bias, biased data sources, old and outdated data, and gender bias. |

| 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 | |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | 20. Lessons “wordy” and examples are very cluttered with words rather than letting the numbers show how it’s done. |
| 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 | 21. Lessons talk about probability of divorce, alcohols and risk of car accident, illegal activities done by minors, etc. Narrative is neither age appropriate nor 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. | 3 - Fair Alignment | 22. Lesson very long due to 3+ pages of explanations that should be shortened or shown. |
| 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 | |
| 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 | Some lessons contain topics that are not age appropriate for school aged children. |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | The author tries to be engaging to students by adding Blitzer Bonus and having chapter intros about pop culture. However, these are usually just another outlet for the author to express his opinions about topics. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Blitzer Bonus throughout book |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | |
| 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 | |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | |
| 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 | |
| 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 | |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | 23. All lessons have review exercises, cumulative review, summary, and test. Online content is available also. |
| 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 | |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or | 4 - Good Alignment | |

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

| 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? | 1 - Very Poor/No Alignment | <p>1. Prerequisite Chapter intro – Asks if algebra can help tell about “racial bias”, “widening imbalance between numbers of women and men on college campuses”, etc. Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.;</p> <p>2. Page R218 – #103 mentions an “Implicit Association Test that measures levels of racial prejudice” dependent in age. #104 has a similar chart with the title “Measuring Racial Prejudice, by Political Identification.” This chart shows that people are prejudice if they are “conservative.” Emphasis that racism is embedded in American society dependent on age or political affiliation. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.;</p> <p>3. Page 56, Measuring Exercises – A bar graph is shown with the title “Measuring Racial Prejudice, by Age. The source is “Project Implicit Demonstration Website.” Emphasis that racism is embedded in</p> |

| | | |
|--|-----------------------------------|--|
| | | <p>American society dependent on age. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 4. R210 – First sentence says: “What? Me? Racist?...” It goes on to state as a matter of fact that most groups of people have “slight” or “moderate” bias and this is dependent on “age” and “political identification.” It uses the “Implicit Association Test” to determine this. Emphasis that racism is embedded in American society dependent on age or political affiliation. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.; 5. Page 48 – Again mentions the Implicit Association Test and says, “Most groups’ average scores fall between ‘slight’ and ‘moderate’ bias...” Emphasis that racism is embedded in American society. Contains Critical Race Theory which is prohibited in 6A-1.094124 F.A.C.</p> |
| <p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p> | <p>1 - Very Poor/No Alignment</p> | <p>Multiple problems and lessons that use data from "Project Implicit" to imply that people are racially prejudice based on age, political affiliation, and education level. Multiple examples of the author pushing his opinion about topic relating to gender bias and racism.</p> |
| <p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p> | <p>4 - Good Alignment</p> | <p>Did not see social justice as it relates to CRT.</p> |
| <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and</p> | <p>2 - Poor Alignment</p> | <p>The author pushes certain social issues as normal and</p> |

unsolicited strategies outside the scope of subject-area standards?

factual such as racial bias, global warming, marijuana use among high school students, vaccination for covid-19, and gender bias.

UDL Reviewer's Name: David Davis

Title: Precalculus

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [1202340 - Precalculus Honors](#)

Bid ID: 404

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

Bid Response

• *Font - 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%. • Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,) We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.*

• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below. • Alt Tags – Navigation elements and content images have valid alternative descriptions. • Captioning – All student-facing videos are captioned. • Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
|---|----------------------------|--|
| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
|--|--------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Dina Neyman

Title: Precalculus

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 404

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This material is written in a way that is engaging and provides ample real-world examples that are relevant and interesting. The materials are limited in their MTR integration, leaving teachers to enhance the lessons to provide more opportunity for collaboration and conversation. Overall, it's a strong program, provides a strong Pre-Calculus foundation,

and does an excellent job meeting the BEST benchmarks.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|--|-------------------------|--|
| 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 | The problem set provides interesting real-world applications, tech integrations, and opportunities for practice. |
| 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 | Excellent notes and scaffolds to understand logs. |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 5 - Very Good Alignment | MyMath Lab Resources are helpful. |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 5 - Very Good Alignment | Blitzer Bonus with stress and time is a great model for quadratics. |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | I like the Great Question pop out, but would be helpful to embed as an opportunity for discourse. |

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| MA.912.AR.7.4 | Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Explanations are very thorough |
| 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 | Very balanced problem set to meet the benchmark. |
| MA.912.AR.9.3 | Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. | 5 - Very Good Alignment | Application problems are well written and interesting. |
| 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. | 5 - Very Good Alignment | Color coding help differentiate features of the functions. |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 5 - Very Good Alignment | Application problems are well written and interesting. |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 5 - Very Good Alignment | Good visuals to introduce geo sequences. |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Application problems are well written and interesting. |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Application problems are well written and interesting. |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 5 - Very Good Alignment | Application problems are well written and interesting. |

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| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 5 - Very Good Alignment | Application problems are well written and interesting. |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Different representations will help students understand the content. |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 5 - Very Good Alignment | Good real-world examples. |
| 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 | Lots of examples for students to try. |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 5 - Very Good Alignment | Very well aligned. |
| 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 | Different representations in both examples and student text set to meet the different components of the benchmark. |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 5 - Very Good Alignment | Arts integration is a great way to ground learning on this benchmark. |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 5 - Very Good Alignment | Very well aligned. |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 5 - Very Good Alignment | Science/space applications are a great way to launch the unit. |

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| 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 | Students create the equation but they do not derive it - it is given to them. |
| 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 | Very well aligned. |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 3 - Fair Alignment | Students create the equation but they do not derive it - it is given to them. |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Very well aligned. |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 3 - Fair Alignment | Students create the equation but they do not derive it - it is given to them. |
| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Very well aligned. |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 3 - Fair Alignment | Students create the equation but they do not derive it - it is given to them. |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Very well aligned. |

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| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 5 - Very Good Alignment | Well aligned. |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 5 - Very Good Alignment | Good variety of problems and representations. |

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| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 5 - Very Good Alignment | Good variety of problems and representations. |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 5 - Very Good Alignment | The rationale for why you can/can't use a calculator are particularly helpful. |
| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems. | 3 - Fair Alignment | Proofs are given and applied, but limited structure for students to develop the proof on their own. |
| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 5 - Very Good Alignment | Good array of problems to show understanding. |

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| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle. | 5 - Very Good Alignment | Very well done. |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0, <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 5 - Very Good Alignment | Good explanation leading into this concept and reference back to the unit circle to build understanding. |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline. | 5 - Very Good Alignment | Including how/why Trig was developed is a great enhancement to this lesson and helping students understand why they are learning the content. |
| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 5 - Very Good Alignment | Blue callouts are helpful to understanding key features. |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Blue callouts are helpful to understanding key features. |

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| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 5 - Very Good Alignment | Inclusion of why they need to do this without technology is important for building student motivation. |
| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 5 - Very Good Alignment | Inclusion of why they need to do this without technology is important for building student motivation. |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 4 - Good Alignment | Would be helpful to have more application problems in the example set. |
| MA.912.T.4.6 | Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve. | 5 - Very Good Alignment | Well aligned. |
| MA.912.T.4.7 | Apply parametric equations to model applications involving motion in the plane. | 5 - Very Good Alignment | Well aligned. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. | 3 - Fair Alignment | Group collaboration is possible, but guided structure is not built in. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Lots of good visuals and real-world application for each standard. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. | 5 - Very Good Alignment | Extensive practice allows students the opportunity to show their procedural fluency. |

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| | <ul style="list-style-type: none"> Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Discussion is possible, but guided structure is not built in. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Lots of scaffolding of skills and strategies for problem solving. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Many opportunities to assess reasonableness, but not a lot of structure built into the teacher guide. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | Numerous authentic opportunities to apply learning. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 3 - Fair Alignment | Many opportunities to justify reasoning, but not a lot of structure built into the teacher guide. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | The text is very engaging and appropriate for PreCalc students. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Students will have to interpret and understand lengthy explanations. |
| 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 | Group collaboration is possible, but guided structure is not built in. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Aligned. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Aligned. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 2 - Poor Alignment | Limited EL Supports built in. This will be challenging for students with limited English. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Standards are covered and problems are represented in multiple ways. |
| 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 | Challenging, but with excellent scaffolding. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Good supplemental supports to offer differentiation. |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Very detailed explanations. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Aligned. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | Aligned. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | Aligned. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | The real world connections are helpful and provide context for the learning. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | The materials are designed for depth of learning. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Accurate. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | 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 | 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 | Aligned. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | It would be helpful to have MTR's woven throughout to build more collaborative classrooms. |

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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | It would be helpful to have MTR's woven throughout to build more collaborative classrooms. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | It would be helpful to have MTR's woven throughout to build more collaborative classrooms. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Real-world problems are interesting, very well crafted. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Really good scientific 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 | 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 | Aligned. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Overall, very well done. Just a few areas that could be enhanced. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | To fully support the MTR's, teachers may need to enhance discourse and collaborative learning. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Aligned. |

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| 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 progression and good support for prerequisite skills. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Very lengthy 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. | 4 - Good Alignment | There is more content than can be completed in one class period. Teachers will need to pick and choose. |
| 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 | This could be a challenging text for learners with challenges. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | A focus on the MTR's could help push the materials into the Very Good category. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Interactive materials, historical connections, and real-world problems will all engage students. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | All concepts are taught with depth. Units are organized by big ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Very 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 | Very well aligned. |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Aligned, but built for procedural learners. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Mental yes, not so much the 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 | Good supplemental resources. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Would be enhanced with more MTR integration. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Would be enhanced with more MTR integration. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Assessment options are very well done. |
| 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 options are very well done. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Aligned, but built for procedural 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 | Would be enhanced with more MTR integration. |
| 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 | Would be enhanced with more MTR integration. |

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

Reviewer's Name: Jacob Reed

Title: Precalculus

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

Author: Blitzer

Copyright: 2022

Edition: 7

Grade Level: 9-12

Course: [Precalculus Honors](#)

Bid ID: 404

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.

Out of all of the instructional materials I have reviewed , this bid has been the best. This bid contains materials that breakdown content so that it is easy to understand by the students and would help them be very successful during the course.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.6.3 | Explain and apply theorems for polynomials to solve mathematical and real-world problems. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.6.4 | Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.6.6 | Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.7.4 | Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |

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| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.10.3 | Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.AR.10.4 | Recognize and apply the formula for the sum of a finite or an infinite geometric series to | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is |

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| | solve mathematical and real-world problems. | | appropriate and learning would be achieved |
| MA.912.AR.10.5 | Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.1.4 | Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.1.7 | Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.3.3 | Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.3.5 | Solve mathematical and real-world problems involving composite functions. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |

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| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.3.8 | Produce an invertible function from a non-invertible function by restricting the domain. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.F.3.9 | Solve mathematical and real-world problems involving inverse functions. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.1 | Given a conic section, describe how it can result from the slicing of two cones. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| 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 | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.4 | Given a mathematical or real-world context, derive and create the equation of a parabola using key features. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is |

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| | | | appropriate and learning would be achieved |
| MA.912.GR.7.5 | Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.6 | Given a mathematical or real-world context, derive and create the equation of an ellipse using key features. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.7 | Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.8 | Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.GR.7.9 | Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.2.2 | Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |

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| MA.912.NSO.2.3 | Calculate the distance and midpoint between two numbers on the complex coordinate plane. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.2.4 | Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.2.5 | Represent complex numbers on the complex plane in rectangular and polar forms. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.2.6 | Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.1 | Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.2 | Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.3 | Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is |

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| | | | appropriate and learning would be achieved |
| MA.912.NSO.3.4 | Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.6 | Multiply a vector by a scalar algebraically or graphically. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.7 | Compute the magnitude and direction of a vector scalar multiple. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.8 | Add and subtract vectors algebraically or graphically. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.NSO.3.9 | Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.1.3 | Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |

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| MA.912.T.1.4 | Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.1.5 | Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.1.6 | Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.1.7 | Simplify expressions using trigonometric identities. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.1.8 | Solve mathematical and real-world problems involving one-variable trigonometric ratios. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.2.1 | Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π . Convert between degrees and radians. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.2.2 | Define the six basic trigonometric functions for all real numbers by identifying | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is |

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| | corresponding angle measures and using right triangles drawn in the unit circle. | | appropriate and learning would be achieved |
| MA.912.T.2.3 | Determine the values of the six basic trigonometric functions for 0 , <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.2.4 | Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.2.5 | Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.3.1 | Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.3.2 | Given a table, equation or written description of a trigonometric function, graph that function and determine key features. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.3.3 | Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |

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| MA.912.T.4.1 | Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.2 | Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.3 | Graph equations in the polar coordinate plane with and without the use of graphing technology. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.4 | Identify and graph special polar equations, including circles, cardioids, limaçons, rose curves and lemniscates. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.5 | Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.6 | Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is appropriate and learning would be achieved |
| MA.912.T.4.7 | Apply parametric equations to model applications involving motion in the plane. | 5 - Very Good Alignment | Vocabulary, Content, and Standards alignment is |

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| | | | appropriate and learning would be achieved |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Covered in Multiple Sections |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 | Covered in Multiple Sections |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Covered in Multiple Sections</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Covered in Multiple Sections</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> | <p>5 - Very Good Alignment</p> | <p>Covered in Multiple Sections</p> |

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| | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 in Multiple Sections |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. | 5 - Very Good Alignment | Covered in Multiple Sections |

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| | <ul style="list-style-type: none"> • 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 | Observed ELA Standards in Sections Listed |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Observed ELA Standards in Sections Listed |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Observed ELA Standards in Sections Listed |
| 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 | Observed ELA Standards in Sections Listed |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Observed ELA Standards in Sections Listed |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Observed ELA Standards in Sections Listed |
| 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 observed |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Excellent 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 | Appropriate for an Honors Course |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Classroom Ready |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Excellent use of concept breakdown for understanding |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Appropriate for an Honors Course |
| 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 | Appropriate for an Honors Course |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | Appropriate for an Honors Course |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Expertise of Content Observed |
| 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 of Content Observed |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Presentation is excellent |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Free of Bias |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include | 5 - Very Good Alignment | Content is an excellent representation |

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| prevailing theories, concepts, standards, and models used with the subject area). | | |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Mathematics contained is factual |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Appropriate Context Observed |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Appropriate Context Observed |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Appropriate Context Observed |
| 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 Observed |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Connection to other disciplines observed |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | 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 | Appropriate content |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Agree with content covered and alignment |

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

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|-------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | attempt to keep motivation observed |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | concepts taught well |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Clear Outcomes |

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| 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 | Vocabulary breakdown assists in learning |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | various learning styles supported |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | Mental |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | organization observed |
| 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 outcomes observed and teaching strategies observed |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Effective strategies observed |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Excellent assessment |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Excellent assessment |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | UDL appropriate |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | ELA & MTR observed |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Good Alignment |

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

Reviewer's Name: Jordan Adams

Title: Calculus: Graphical, Numerical, Algebraic 6e ©2020

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

Author: Demana

Copyright: 2020

Edition: 6

Grade Level: 9-12

Course: [Calculus Honors](#)

Bid ID: 405

| 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 | Nothing that violates the rule. |

UDL Reviewer's Name: David Davis

Title: Calculus: Graphical, Numerical, Algebraic 6e ©2020

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

Author: Demana

Copyright: 2020

Edition: 6

Grade Level: 9-12

Course: [1202300 - Calculus Honors](#)

Bid ID: 405

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

Bid Response

• *Font - 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%. • Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,) We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.*

• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below. • Alt Tags – Navigation elements and content images have valid alternative descriptions. • Captioning – All student-facing videos are captioned. • Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
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| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
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| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. 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. | 2 - Poor Alignment | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Rebecca Devor

Title: Calculus: Graphical, Numerical, Algebraic 6e ©2020

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

Author: Demana

Copyright: 2020

Edition: 6

Grade Level: 9-12

Course: [Calculus Honors](#)

Bid ID: 405

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.

Weaknesses: There was one benchmark not addressed explicitly in the text. Some sections included many benchmarks which can be overwhelming at an introductory level. There should be more introductory level questions. Some of the material was covered on different pages than what was provided by the publisher. The teacher


resources only included extra answers, but no other information. Strengths: Much of the standards and benchmarks were presented in a meaningful way. There were connections between benchmarks made. There were several strong activities to help students discovery and understand some of the material. There were group activities imbedded in some of the section. Much of the material was presented in multiple ways - visual, numeric, algebraic, and through application.

| Standard | Description | Reviewer Rating | Rating Justification |
|------------------------------|--|--------------------|---|
| MA.912.C.1.1 | Demonstrate understanding of the concept of a limit and estimate limits from graphs and tables of values. | 3 - Fair Alignment | Plenty of appropriate practice, but lacking on examples on both topics. |
| MA.912.C.1.2 | Determine the value of a limit if it exists algebraically using limits of sums, differences, products, quotients and compositions of continuous functions. | 4 - Good Alignment | Composition of functions is not addressed. |
| MA.912.C.1.3 | Find limits of rational functions that are undefined at a point. | 2 - Poor Alignment | Not sufficient examples, practice, and connection other standards. |
| MA.912.C.1.4 | Find one-sided limits. | 3 - Fair Alignment | Not sufficient examples and problems. |
| MA.912.C.1.5 | Find limits at infinity. | 3 - Fair Alignment | Not enough practice is not aligned to standard. |
| MA.912.C.1.6 | Decide when a limit is infinite and use limits involving infinity to describe asymptotic behavior. | 2 - Poor Alignment | Very few practice problems aligned to the standards. |

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| MA.912.C.1.7 | Find special limits by using the Squeeze Theorem or algebraic manipulation. | 5 - Very Good Alignment | Well reflected in several sections. |
| MA.912.C.1.8 | Find limits of indeterminate forms using L'Hôpital's Rule. | 5 - Very Good Alignment | Well covered and connected to earlier limit topics. |
| MA.912.C.1.9 | Define continuity in terms of limits. | 3 - Fair Alignment | Needs more examples and practice that meet the standard. |
| MA.912.C.1.10 | Given the graph of a function, identify whether a function is continuous at a point. If not, identify the type of discontinuity for the given function. | 2 - Poor Alignment | No practice provided. |
| MA.912.C.1.11 | Apply the Intermediate Value Theorem and the Extreme Value Theorem. | 2 - Poor Alignment | Needs more appropriate examples and practice to meet the standard. |
| MA.912.C.2.1 | State, understand and apply the definition of derivative. Apply and interpret derivatives geometrically and numerically. | 5 - Very Good Alignment | Well explained and a variety of practice provided. |
| MA.912.C.2.2 | Interpret the derivative as an instantaneous rate of change or as the slope of the tangent line. | 2 - Poor Alignment | Instantaneous Rate of Change not used. Very few problems related content to slope of a tangent line. Found in later section not listed. p.133 |
| MA.912.C.2.3 | Prove the rules for finding derivatives of constants, sums, products, quotients and the Chain Rule. | 4 - Good Alignment | Chain rule proof not on these pages. It appears on page 160. Would like to see activities for students to discovery or complete proofs. |

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| MA.912.C.2.4 | Apply the rules for finding derivatives of constants, sums, products, quotients and the Chain Rule to solve problems with functions limited to algebraic, trigonometric, inverse trigonometric, logarithmic and exponential. | 5 - Very Good Alignment | Good selection of examples and problems. |
| MA.912.C.2.5 | Find the derivatives of implicitly defined functions. | 5 - Very Good Alignment | Good selection of examples and problems. |
| MA.912.C.2.6 | Find derivatives of inverse functions. | 4 - Good Alignment | Good examples and discovery of the rule. Needs more practice. |
| MA.912.C.2.7 | Find second derivatives and derivatives of higher order. | 5 - Very Good Alignment | Higher order derivatives are well represented throughout the derivative chapters. |
| MA.912.C.2.8 | Find derivatives using logarithmic differentiation. | 4 - Good Alignment | Very good examples and group activity. Needs more basic problems. |
| MA.912.C.2.9 | Demonstrate and use the relationship between differentiability and continuity. | 5 - Very Good Alignment | Very strong section on this topic. |
| MA.912.C.2.10 | Apply the Mean Value Theorem. | 5 - Very Good Alignment | Well addressed. |
| MA.912.C.3.1 | Find the slope of a curve at a point, including points at which there are vertical tangent lines. | 5 - Very Good Alignment | This is addressed throughout the derivative chapters. |
| MA.912.C.3.2 | Find an equation for the tangent line to a curve at a point and use it to make local linear approximation. | 4 - Good Alignment | Needs applications in problem set. |
| MA.912.C.3.3 | Determine where a function is decreasing and increasing using its derivative. | 5 - Very Good Alignment | Ample examples and practice. |

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| MA.912.C.3.4 | Find local and absolute maximum and minimum points of a function. | 4 - Good Alignment | Needs more polynomials connect with previous knowledge. Wrong page numbers. |
| MA.912.C.3.5 | Determine the concavity and points of inflection of a function using its second derivative. | 5 - Very Good Alignment | Ample examples and practice. |
| MA.912.C.3.6 | Sketch graphs by using first and second derivatives. Compare the corresponding characteristics of the graphs of f , f' and f'' . | 2 - Poor Alignment | No problems ask students to sketch the graph using characteristics. Only matching. |
| MA.912.C.3.7 | Solve optimization problems using derivatives. | 5 - Very Good Alignment | Ample practice and examples. |
| MA.912.C.3.8 | Find average and instantaneous rates of change. Explain the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of change in applications, including velocity, speed and acceleration. | 5 - Very Good Alignment | Good variety of problems to address standards. |
| MA.912.C.3.9 | Find the velocity and acceleration of a particle moving in a straight line. | 5 - Very Good Alignment | Good variety of problems to address standards. |
| MA.912.C.3.10 | Model and solve problems involving rates of change, including related rates. | 5 - Very Good Alignment | Good variety of problems to address standards. |
| MA.912.C.4.1 | Interpret a definite integral as a limit of Riemann sums. Calculate the values of Riemann sums over equal subdivisions using left, right and midpoint evaluation points. | 4 - Good Alignment | Good activities and examples, problems set needs to be more varied. |
| MA.912.C.4.2 | Apply Riemann sums, the Trapezoidal Rule and technology to approximate definite integrals of functions represented algebraically, geometrically and by tables of values. | 5 - Very Good Alignment | All topics covered with examples, activities, and a variety of |

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| | | | exmploration examples. |
| MA.912.C.4.3 | Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval. | 5 - Very Good Alignment | Standard well covered. |
| MA.912.C.4.4 | Evaluate definite integrals by using the Fundamental Theorem of Calculus. | 5 - Very Good Alignment | Well covered in several sections. Also addressed with u-substitution. |
| MA.912.C.4.5 | Analyze function graphs by using derivative graphs and the Fundamental Theorem of Calculus. | 4 - Good Alignment | Needs more practice opportunities. |
| MA.912.C.4.6 | Evaluate or solve problems using the properties of definite integrals. Properties are limited to the following:  | 5 - Very Good Alignment | Good selection or problems and group problems. |
| MA.912.C.4.7 | Evaluate definite and indefinite integrals by using integration by substitution. | 5 - Very Good Alignment | Strong Section reflecting the standard |
| MA.912.C.5.1 | Find specific antiderivatives using initial conditions, including finding velocity functions from acceleration functions, finding position functions from velocity functions and solving applications related to motion along a line. | 1 - Very Poor/No Alignment | This standard is not expressed in this section. |
| MA.912.C.5.2 | Solve separable differential equations. | 3 - Fair Alignment | This section does not include problems as given by the example and most of the problems include initial conditions which is not the only type of equation expressed by the standard. |

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| MA.912.C.5.3 | <p>Solve differential equations of the form $y' = ky$ as applied to growth and decay problems.</p> | <p>4 - Good Alignment</p> | <p>Exploration of the formulas is not expressed, a few more practice problems would be beneficial.</p> |
| MA.912.C.5.4 | <p>Display a graphic representation of the solution to a differential equation by using slope fields, and locate particular solutions to the equation.</p> | <p>5 - Very Good Alignment</p> | <p>Well expressed through exploration and practice.</p> |
| MA.912.C.5.5 | <p>Find the area between a curve and the x-axis or between two curves by using definite integrals.</p> | <p>5 - Very Good Alignment</p> | <p>Well addressed standard. Good exploration problem in notes.</p> |
| MA.912.C.5.6 | <p>Find the average value of a function over a closed interval by using definite integrals.</p> | <p>3 - Fair Alignment</p> | <p>Exploration & Practice provided but no examples. A connection to MVT standard would have been good.</p> |
| MA.912.C.5.7 | <p>Find the volume of a figure with known cross-sectional area, including figures of revolution, by using definite integrals.</p> | <p>3 - Fair Alignment</p> | <p>More examples and problems would be beneficial to this standard.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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. | <p>3 - Fair Alignment</p> | <p>Some standards/sections include opportunities for collaboration.</p> |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 sections include multiple representations. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | I think some sections could connect more to previous learned material. |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Problems encourage mathematical thinking.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Explorations in notes provided in some sections to help students make sense of structure and patterns.</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>There is not enough asking students to explain their thinking. It is assumed they are doing it but not directly asked.</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Provided in many sections. Some connections between standards could improve this.</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>3 - Fair Alignment</p> | <p>This should be done more frequently. It was not asked for many standards where it could.</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>A few standards were not met fully..</p> |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 3 - Fair Alignment | This is done in some exploration questions. |
| 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 | This could have been done more frequently. They are just imbedded in occasional practice sets. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | some sections/standards need more modeled problems. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | When addressed students are given an opportunity. |
| 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 met. |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | There was a missing standard and few under represented. |
| 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 level of standards and benchmarks are appropriate. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The activities can be done individually or with a group. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | More entry level problems to the standard/benchmark are provided. |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Level of difficulty is good. It could use more entry level problems. |
| 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 | More entry level problems to the standard/benchmark are provided. |
| 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 | Complexity is strong. Could use more entry level problems. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Except for the missing benchmarks, the expert information is appropriate. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 3 - Fair Alignment | No secondary sources are provided. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No accuracy errors seen. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | 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 | Materials include all appropriate theories, etc. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | No mistakes seen. |
| 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 research and standards of practice being used. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Content is relevant to standards and benchmarks in a relevant content. |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | It feels to be written as an AP level and not an an honors level. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | Not all applications are 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 | The benchmarks connect appropriately to physics, chemistry, business, and other math classes. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | All multicultural representations met appropriately. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | All portrayal of people and animals is appropriate. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Yes almost all benchmarks and standards were met. |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | Some sections as stated under benchmarks need to include more examples and support. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Most benchmarks had good alignment some like average value missed some connections that could have been addressed. |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | Some sections had several topics in once section that felt like unconnected benchmarks - Chapter 4. |
| 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 | Book is very readable. |
| 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 for book is good, but no pacing guide is provided in the teachers addition. |
| 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 | Chapter reviews and multiple choice quizzes are given but no formal study guides and provided. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | Presentation is quality except I do not recommend starting sections in the middle of pages. |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Teacher resources only include answers. No other information/resources provided. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 3 - Fair Alignment | Some sections cover several standards/benchmarks. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 3 - Fair Alignment | Goals each section are provided. Not specifically aligned to standards. |
| 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 | Teacher resources only include answers. No other information/resources provided. |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | Teacher resources only include answers. No other information/resources provided. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | No additional resources, just problems in text. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | Sections have problems that extend the benchmark's 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. | 3 - Fair Alignment | Teacher resources only include answers. No other information/resources provided. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | Teacher resources only include answers. No other information/resources provided. Only strategies mentioned are the activities included in student text. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | None stated. Review for assessment and practice quizzes for high stakes testing. |
| 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 | None stated. Review for assessment and practice quizzes for high stakes testing. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Starting new sections in the middle of the problems is not a strong UDL. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | Problems request justifications and explanations, but there is room for more. |
| 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 content within the text satisfies the learning requirements. There are no |

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| | | other levels resources provided in the teacher hand edition to enhance student learning. |
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| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | Yes materials align with CRT. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Materials Culturally responsible teaching. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Materials omit Social justice 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 | Materials do not solicit SEL. |

Reviewer's Name: Rebecca Lee

Title: Calculus: Graphical, Numerical, Algebraic 6e ©2020

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

Author: Demana

Copyright: 2020

Edition: 6

Grade Level: 9-12

Course: [Calculus Honors](#)

Bid ID: 405

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 text has lot of graphs, tables, formulas, practice, strategies etc. The book is well aligned with the B.E.S.T standards.

| Standard | Description | Reviewer Rating | Rating Justification |
|------------------------------|--|-------------------------|---|
| MA.912.C.1.1 | Demonstrate understanding of the concept of a limit and estimate limits from graphs and tables of values. | 4 - Good Alignment | Needs more practice with tables |
| MA.912.C.1.2 | Determine the value of a limit if it exists algebraically using limits of sums, differences, products, quotients and compositions of continuous functions. | 5 - Very Good Alignment | Standard spread out over 3 sections of the book, plenty of practice |
| MA.912.C.1.3 | Find limits of rational functions that are undefined at a point. | 4 - Good Alignment | There are examples and practice problems on this standard. |
| MA.912.C.1.4 | Find one-sided limits. | 4 - Good Alignment | Needs more explanation of one-sided limits |
| MA.912.C.1.5 | Find limits at infinity. | 5 - Very Good Alignment | An entire section on limits at infinity. Plenty of explanation and lots of practice. |
| MA.912.C.1.6 | Decide when a limit is infinite and use limits involving infinity to describe asymptotic behavior. | 5 - Very Good Alignment | Good explanation of the asymptotic behavior |
| MA.912.C.1.7 | Find special limits by using the Squeeze Theorem or algebraic manipulation. | 4 - Good Alignment | The explanation of squeeze theorem was in a section with multiple topics - one sided, properties etc. |
| MA.912.C.1.8 | Find limits of indeterminate forms using L'Hôpital's Rule. | 5 - Very Good Alignment | An entire section on L'Hospital's Rule. Good explanation and lots of practice. |
| MA.912.C.1.9 | Define continuity in terms of limits. | 5 - Very Good Alignment | Good explanation and lots of practice |

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| MA.912.C.1.10 | Given the graph of a function, identify whether a function is continuous at a point. If not, identify the type of discontinuity for the given function. | 3 - Fair Alignment | Not a lot of graphs provided |
| MA.912.C.1.11 | Apply the Intermediate Value Theorem and the Extreme Value Theorem. | 3 - Fair Alignment | There was an explanation for the Intermediate Value Theorem but I could find no practice. I was able to find explanations and practice for the Extreme Value Theorem |
| MA.912.C.2.1 | State, understand and apply the definition of derivative. Apply and interpret derivatives geometrically and numerically. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.2 | Interpret the derivative as an instantaneous rate of change or as the slope of the tangent line. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.3 | Prove the rules for finding derivatives of constants, sums, products, quotients and the Chain Rule. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.4 | Apply the rules for finding derivatives of constants, sums, products, quotients and the Chain Rule to solve problems with functions limited to algebraic, trigonometric, inverse trigonometric, logarithmic and exponential. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.5 | Find the derivatives of implicitly defined functions. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.6 | Find derivatives of inverse functions. | 4 - Good Alignment | Lots of practice with inverse trig but not a lot of practice without trig |
| MA.912.C.2.7 | Find second derivatives and derivatives of higher order. | 4 - Good Alignment | Good explanations, limited practice |

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| MA.912.C.2.8 | Find derivatives using logarithmic differentiation. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.9 | Demonstrate and use the relationship between differentiability and continuity. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.2.10 | Apply the Mean Value Theorem. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.1 | Find the slope of a curve at a point, including points at which there are vertical tangent lines. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.2 | Find an equation for the tangent line to a curve at a point and use it to make local linear approximation. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.3 | Determine where a function is decreasing and increasing using its derivative. | 4 - Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.4 | Find local and absolute maximum and minimum points of a function. | 3 - Fair Alignment | The notes for absolute mins/max is lacking. |
| MA.912.C.3.5 | Determine the concavity and points of inflection of a function using its second derivative. | 5 - Very Good Alignment | Sign charts and tables are provided as part of the explanation |
| MA.912.C.3.6 | Sketch graphs by using first and second derivatives. Compare the corresponding characteristics of the graphs of f , f' and f'' . | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.7 | Solve optimization problems using derivatives. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.3.8 | Find average and instantaneous rates of change. Explain the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of | 5 - Very Good Alignment | Notes are clear and practice is provided |

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| | change in applications, including velocity, speed and acceleration. | | |
| MA.912.C.3.9 | Find the velocity and acceleration of a particle moving in a straight line. | 5 - Very Good Alignment | Great explanation |
| MA.912.C.3.10 | Model and solve problems involving rates of change, including related rates. | 5 - Very Good Alignment | Strategies box is very helpful, good examples |
| MA.912.C.4.1 | Interpret a definite integral as a limit of Riemann sums. Calculate the values of Riemann sums over equal subdivisions using left, right and midpoint evaluation points. | 4 - Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.2 | Apply Riemann sums, the Trapezoidal Rule and technology to approximate definite integrals of functions represented algebraically, geometrically and by tables of values. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.3 | Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.4 | Evaluate definite integrals by using the Fundamental Theorem of Calculus. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.5 | Analyze function graphs by using derivative graphs and the Fundamental Theorem of Calculus. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.6 | Evaluate or solve problems using the properties of definite integrals. Properties are limited to the following:  | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.4.7 | Evaluate definite and indefinite integrals by using integration by substitution. | 5 - Very Good Alignment | Notes are clear and practice is provided |

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| MA.912.C.5.1 | Find specific antiderivatives using initial conditions, including finding velocity functions from acceleration functions, finding position functions from velocity functions and solving applications related to motion along a line. | 4 - Good Alignment | Notes are clear and practice is provided |
| MA.912.C.5.2 | Solve separable differential equations. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.5.3 | Solve differential equations of the form  as applied to growth and decay problems. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.5.4 | Display a graphic representation of the solution to a differential equation by using slope fields, and locate particular solutions to the equation. | 5 - Very Good Alignment | Great explanation of how to graph a slope field |
| MA.912.C.5.5 | Find the area between a curve and the x-axis or between two curves by using definite integrals. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.5.6 | Find the average value of a function over a closed interval by using definite integrals. | 5 - Very Good Alignment | Notes are clear and practice is provided |
| MA.912.C.5.7 | Find the volume of a figure with known cross-sectional area, including figures of revolution, by using definite integrals. | 5 - Very Good Alignment | Great graphics and explanations |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | Strategies boxes with helpful steps are provided throughout the text |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Graphs, charts, and tables are provided with ample directions |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Strategies boxes with helpful steps are provided throughout the text |

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| | <ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 section has thought provoking questions |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Most sections provide clear steps and strategies |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Most sections provide problems for students to justify solutions |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 word problems are all real world problems |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Most sections provide problems for students to justify solutions |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | This book is written on an appropriate grade level |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Plenty of opportunity for students to 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 | Group activities are provided throughout the text |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Examples throughout |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Opportunities are provided |
| 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 | Vocabulary is highlighted |

| 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 standards and benchmarks are covered within the textbook |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 5 - Very Good Alignment | All standards and benchmarks are written on the correct skill level |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Plenty of notes, tables, graphs etc are provided |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Strategy boxes are provided |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | The level or difficulty is sufficient |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | Level mathes students 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 a lot of content crammed into some sections. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | It is reflected. |
| 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 secondary resources are appropriate. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Content is accurate. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | The material is not 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 is representative of a calculus class. |
| 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 | 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 | Most of the word problems are physics related which is appropriate to the course. |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Most of the word problems are physics related which is appropriate for the class but may be confusing to the students. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Most of the word problems are physics related which is appropriate for the class but may be confusing to the 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 | Most of the word problems are physics related which is appropriate to the course. |
| 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 | Most word problems do not include people's names, gender is fair |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Material is humane. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | The content is appropriate for the level. |

| 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 the standards and benchmarks are covered. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | All the standards and benchmarks are covered. |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | There is a lot of content crammed into some sections. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | Visuals are good. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 3 - Fair Alignment | There is a lot of content crammed into some sections. |
| 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 | Vocabulary is highlighted, zoomed feature is available, bookmarking is available |
| 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 material is well organized and provides lots of graphs, tables, examples etc. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | The strategies provided are great. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Three big ideas - limits, derivatives and integrals |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Most material is clear. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | Most sections provide strategies for the students to follow. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | This is a calculus course so not a lot of guidance is needed. |

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| 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 a calculus book so there is a high level of activity. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | Most of the sections are well organized. Some have too much material in one section. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | The strategies provided are 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 | The strategies provided are very helpful to the students. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Assessment is appropriate. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Assessment is appropriate. |
| 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 highlight the text, enlarge the text and bookmark the 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? | 4 - Good Alignment | Aligns with 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.) | 4 - Good Alignment | The text satisfies the learning requirements. |

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

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| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | CRT is omitted. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Calculus book no mention of social justice |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | Calculus book no mention of SEL |

Reviewer's Name: Jordan Adams

Title: enVision Florida B.E.S.T. Geometry

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Geometry](#)

Bid ID: 406

| 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 | Nothing that violates the rule. |

Reviewer's Name: Emily Collins

Title: enVision Florida B.E.S.T. Geometry

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Geometry](#)

Bid ID: 406

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 text provides coverage of the full intent of B.E.S.T. Standards and builds on (progression) and connects (benchmarks not taught in isolation) concepts. The text and ancillary material provide facilitation and support options for teachers to guide instruction and discussion for each lesson. Virtual manipulatives match or extend the

traditional path of embedding hands-on activities for exploring concepts. A variety of assessment and progress monitoring options are provided in the online suite of support for each topic and is easy for both students and teachers to access. An area of opportunity is to have more emphasis on connecting benchmarks (explicitly stating/identifying the benchmark(s) learned in middle school), so that teachers may use them when planning to teach.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|-------------------------|---|
| MA.912.GR.1.1 | Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles. | 4 - Good Alignment | Concepts and skills addressed are presented thoroughly. Some emphasis of intersecting lines should be stated and addressed as some students may take Geometry as an 8th grader and not have prior knowledge from 8.GR.1.4 |
| 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 | Strong application and practice. Shows rigid motion mapping within in polygons to help prove triangle congruence |
| MA.912.GR.1.3 | Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles. | 5 - Very Good Alignment | Benchmark connections are adequate and proofs are appropriate for providing evidence of theorems. p. 81 ex. #1 provides equivalent representations of angle sum. P. 214 provides a good investigation comparing medians mistaken for angle bisectors - a common student misconception. Opportunities: students may benefit with use of more hands-on manipulative versus use of online dynamic software and |

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| | | | recommendations should be shared in Teacher's edition. Lesson 9-2 students would benefit from having ex/connection with polygons placed in coordinate grid. |
| 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 | Very well defined and connected knowledge of benchmark. In earlier grades, students focused on definitions and building blocks. Is addressed fully as appropriate. |
| 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 | Although kites are not included in the expectation of the benchmark, the text does a great job of connecting triangle congruency to understand the relationships of angles and segments of trapezoids. All relationships, theorems, postulates addressed. |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 5 - Very Good Alignment | Focus on triangles, overlapping triangles which were proved in GR.1.2, but not taught in isolation and text addresses connection to GR.1.2 and GR.2.8. There is a lot of emphasis on Triangles, however the context problems provides different types of two dimensional figures involving congruence and similarity criteria using triangles (p. 189 #24 square and #26 trapezoid) |
| MA.912.GR.2.1 | Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. | 4 - Good Alignment | Addressed connection to perpendicular bisector for reflection relationship. Opportunity: would like to see more coordinate practice. |

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| MA.912.GR.2.2 | Identify transformations that do or do not preserve distance. | 5 - Very Good Alignment | Taught with GR.2.1, 2.3, and 2.5. Addresses all aspects of the benchmark. |
| 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 | Strength: proof that translation is composition of 2 reflections (topic 3-2), rotations - composition of 2 reflections (topic 3-3), and addresses line of symmetry were transformation occurs. Ex. #4 p. 112, p. 115 #14 25 -28. |
| 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 | Benchmark is attached to appropriate topics and addresses transformation sequence but does not provide many practice opportunities to draw transformed figure on the coordinate with at least 2 transformations. For example, in the provided reference for review starting on page 117, coverage is limited asking only a clarifying question and one transformation only. |
| 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 | 4-1 fully addresses this benchmark. |
| 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 | Addresses similarity transformations and proving that two triangles are similar. |
| MA.912.GR.3.1 | Determine the weighted average of two or more points on a line. | 5 - Very Good Alignment | Strength: example 1 uses constant values and example 2 progresses to use of variable with given points in coordinate. Would recommend more examples on relationships between midpoint and weighted average, specifically teacher guidance on |

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| | | | connecting prior/new knowledge. |
| 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 | Use of distance, midpoint, slope to address triangle, quadrilaterals (9-1) distance, circles (9 -3) |
| 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 | Most problems include coordinate of point on segment. Fully addresses tangent lines; medians/centroid - saw only 1 example in coordinate plane and additional example online p. 214. Ex. #5 p. 378 address midpoint use in triangle in coordinate plane; 9-1 fully addresses quadrilateral in coordinate plane and uses parallel and perpendicular slope criteria. |
| 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 | Provides limited coverage and practice with problems involving perimeter/area of polygons. Ex. 5 addresses perimeter and area p. 378 and p. 380 #22 and 23 practice. Although teachers can use the lesson to connect area and perimeter it may be a concern for the novice teacher with finding enough examples/practice for students to address the benchmark. |
| MA.912.GR.4.1 | Identify the shapes of two-dimensional cross-sections of three-dimensional figures. | 2 - Poor Alignment | Addresses perpendicular to base with example of triangular prism but appears to lack practice with right cylinders, right pyramids, right cones. Lacks direction and recommendations for use of models/manipulatives for |

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| | | | teachers. Try-it p.449 is for pyramids but students need practice of additional types of figures. |
| MA.912.GR.4.2 | Identify three-dimensional objects generated by rotations of two-dimensional figures. | 4 - Good Alignment | Page 451 Example 5 provides model with identifying axis and 3-dimensional figure formed. Would recommend additional examples and practice for thorough connections for this benchmark. |
| MA.912.GR.4.3 | Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures. | 4 - Good Alignment | Great connection with dilations in 7-1 showing effects of 2 dimensional/ex. #3 great example and try-it (Surface Area) p. 465 volume example #2 and ex #3 application problem. Would like to see instruction about perimeter change in proportion to length and area change in proportion to length squared addressed in the lesson. |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 4 - Good Alignment | Population density addressed on page 294 (7-1). Area problems are not directly addressed or is limited. |
| 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 | Benchmark fully addressed (prisms & cylinders, pyramids & cones, Spheres, and cavalieri) -Volume |
| 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 | Benchmark fully addressed (prisms & cylinder, pyramids & cones, spheres) - Surface Area |

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| MA.912.GR.5.1 | Construct a copy of a segment or an angle. | 5 - Very Good Alignment | Fully addressed; uses compass/straightedge and dynamic software (Desmos). Ex. #1 p. 14 |
| 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 | Benchmark fully addressed. Perpendicular bisector p. 16, angle bisector p. 18, dynamic software or compass and straightedge; connects with proof (perpendicular bisector) in 5-1 |
| MA.912.GR.5.3 | Construct the inscribed and circumscribed circles of a triangle. | 5 - Very Good Alignment | Benchmark fully addressed. Inscribed Ex. #4 (Desmos), circumscribed ex #2 |
| 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 | Benchmark fully addressed: secant, tangent, segment, and chord Theorem 10-9 addresses tangent and chord; 10-5 addresses relationships between secant and tangent |
| MA.912.GR.6.2 | Solve mathematical and real-world problems involving the measures of arcs and related angles. | 5 - Very Good Alignment | Benchmark fully addressed: 10-1 inscribed, central, angle's intersecting, 10-4 tangent/secant through center and 2 tangents, 10-5 chords and perpendicular bisector |
| MA.912.GR.6.3 | Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. | 5 - Very Good Alignment | Benchmark fully addressed: Triangles & quadrilaterals in circle. Ex. #2 and Ex. #4 in 5-2; 10-4 address quadrilateral inscribed in a circle |
| 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 | Benchmark fully addressed |
| 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 | Text addresses the benchmark but could provide a better connection of the use of Pythagorean (right triangle) to |

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| | | | distance and focus on radius (maintaining distance) |
| 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 | Benchmark fully addressed. May be an opportunity to address key features (other than radius...common ones) for practice and connections to future courses. |
| 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 | Benchmark fully addressed. |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 5 - Very Good Alignment | Benchmark fully addressed. |
| MA.912.T.1.1 | Define trigonometric ratios for acute angles in right triangles. | 4 - Good Alignment | Benchmark could also be tagged to 8-1 for instructional purposes. Would be idea for deeper discussion of AA and Pythagorean connections. |
| 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 | Benchmark fully addressed. 8-1 Pythagorean theorem; Special right triangles and angles of elevation/depression/problems solving in 8-3 |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems. |

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| | <ul style="list-style-type: none"> 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 | Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing | 4 - Good Alignment | Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems. |

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| | <p>procedures and mental calculations.</p> <ul style="list-style-type: none"> • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. | | |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. | <p>4 - Good Alignment</p> | <p>Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. | 4 - Good Alignment | Text shares opportunities for use of specific MTR. Would recommend additional guidance for teachers on use of MTRs during practice and application problems. |

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| | <ul style="list-style-type: none"> 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 | It appears that everywhere that the word explain is written this benchmark is tagged. There are additional opportunities with justification to be tagged with this benchmark. For example p. 11 and p. 202 shows justification but not tagged to EE.1.1 |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | 3 Acts. p. 418, p. 95, Stem project p. 100, application problems |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | p. 43 Draw conclusions ex. #4, p. 87 #34, p. 216 ex. #3, p. 222 investigation Try it #1- which angle appears to be smallest... |
| 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 | p. 14 Ex #1 and explore and reason;p. 109 explore - work with a partner, p. 289 - this benchmark has heavy expectation on the teacher. Unless explicitly stated in the textbook, teachers may not provide opportunities for collaborative techniques. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Attached to most 3-Acts tasks but could be attached to more practice problems. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | p. 382, p.247 (What is Reagan's error?) |

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| 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 | Math connections- I'm not sure how referenced pages addresses this benchmark?? |
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| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Concepts, skills, and activities addressed align well with state's benchmark expectations. |
| 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 | Tasks, problems, real-world connections are course appropriate and coherently connects to prior course and prepares students for future connections. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Materials provided are editable and teachers can use the ancillary of materials to address the needs of all learners. Students will be able to connect with real-world application problems and suggestions in the teacher edition provide various formats of presentation. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | The materials meets the needs for most students but without some scaffolding by the teacher's the materials a struggling performer may not understand the concept due to text heavy examples. However the virtual support options and videos should help with additional explanations when needed. |

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| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>5 - Very Good Alignment</p> | <p>Appropriate to meet the expectations of the benchmark; some topics are more rigorous than needed.</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>Most students will have the prior knowledge needed to be successful in the course. (Middle school students taking Geometry may need additional support)</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>11 Topics and 54 lesson is appropriate for the school year since benchmarks are not taught in isolation and some topics will cover prior knowledge in the course.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>Performance and application tasks reflect expert information.</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>Provides connections and practice to the topic addressed</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>No evidence of errors</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>No bias or contradictions</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>Fully aligned.</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>No evidence of mistakes or inconsistencies</p> |

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| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Examples and models given are current. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Fully meets |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Fully meets |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Fully meets |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | 3-Acts and Stem. |
| 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 | Fully meets |
| 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 | Fully meets |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Strongly meets expectations of benchmark and standards for the course 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. | 4 - Good Alignment | Most resources address the intent of the benchmark. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Fully aligned. |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Organization of material 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 | For learners that struggle, online supported videos help to connect the instruction. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | Some topics need to be expanded to fully understand and connect 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 | In both print and online. |
| 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 materials is appropriate to meet the needs of teachers and learners. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Text does provide 3-Act tasks and projects connected to real-world problems, but I do see varying engagement strategies provided in the materials. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Provides overarching focus, covering major ideas in the lesson that connects to topic expectations. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Fully meets. |

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| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>5 - Very Good Alignment</p> | <p>Text provides optimal opportunities for discussion, writing, reasoning and tasks/projects that contributes to students as independent learners/thinkers.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>4 - Good Alignment</p> | <p>Print material, such as reteaching, math literacy and vocabulary, from the online resources provides teachers options for supporting varied learners. The teacher edition lacks explanation of best use for supporting all learners.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>5 - Very Good Alignment</p> | <p>There a many opportunities throughout each lesson that prompts teachers to offer student discussion and collaboration.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>3 - Fair Alignment</p> | <p>The text provides consistent lesson-opening activities so students will know they will either explore & reason, model & discuss, or critique & explain and then understand and apply practice. Not many opportunities presented in the text that connects learning goals and extensions. Teachers can pull from online material to tailor such expectation for students.</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>The text provides techniques and instructional strategies commonly used in Geometry.</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Recommended strategies are appropriate.</p> |

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| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Lesson quiz correlates to learning outcomes of lesson and adaptable online assessment options with various item types. |
| 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 practice workbook provided to prepare students for desired learning outcomes |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Digital resources/video provided as additional support, ELL guidance in every lesson and options for supporting advanced and struggling students. Would recommend explicit directions for teachers on incorporating strategies, materials 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? | 2 - Poor Alignment | The standards appear to be tagged to problems based on key word from the standard and not tagged to address the action of the standard, specifically the MTRs. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | Overall support for learning and meeting learning outcomes is mostly 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 | Not observed in any lesson. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Not addressed in any lesson. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Not observed in the text. |

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| 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 strategies identified in the printed or online text. |
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UDL Reviewer's Name: David Davis

Title: enVision Florida B.E.S.T. Geometry

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [1206310 - Geometry](#)

Bid ID: 406

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 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. | 1 - Very Poor/No Alignment | The Student Edition did not provide any options for font or color adjustments. Some options for adjusting font family, font size, and foreground/background colors are available in the sample chapter from the Interactive Student version. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There were not controls for setting high contrast. High contrast color options were available in the sample chapter from the Interactive Student version. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | There are no text-to-speech tools available in the Student Edition or in the sample chapter from the Interactive Student version. |
| All images have alt tags. | 2 - Poor Alignment | There were no alt tags as such, but each page (which seemed to be an image) had a full text description available. |
| All videos are captioned. | 3 - Fair Alignment | No videos were found. The publisher reports that videos are captioned, and that has been observed in other materials from this publisher. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | Content and images could not be sent to a braille display. In the sample chapter interactive student version, the geometry is not displayed correctly in braille across multiple areas, especially when looking at line segments. The braille is incorrect. UEB does not seem to be supported. Additionally, for geometry especially, there would need to be a way for tactile graphic supplements to be produced. |

| 2. How are the following navigation features provided in the instructional materials: | | |
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| Bid Response | | |
| <i>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.</i> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | No options are available for adjusting the size of icons or buttons. Options are available for adjusting button and icon size in the sample chapter from the Interactive Student version. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | No keyboard shortcuts were noted in the Student Edition. An extensive menu of keyboard shortcuts is provided for the sample chapter from the Interactive Student version. |
| All navigation information can be sent to refreshable Braille displays. | 2 - Poor Alignment | The tab order is off and there are no headings in the Student Edition. In the sample chapter from the Interactive Student version the navigation elements were labeled and accessible when using a screen reader. Some elements such as rerouting to the top of the next page would be helpful. |

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). | 1 - Very Poor/No Alignment | Highlighters are not provided in the Student Edition. There is a basic drawing tool that draws squares. Text can be selected and highlighted in the four standard colors, as well as being underlined, circled, and annotated in the sample chapter from the Interactive Student version. |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | This feature is not available in the Student Version. Highlighted text and annotations can be sorted by content, date, style, color, and can be exported in the sample chapter from the Interactive Student version. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 1 - Very Poor/No Alignment | A very basic note taking/annotation tool is available in the Student Edition, but I could not get it to work. A digital notebook tool is provided in a side window so students can take notes at any time in the sample chapter from the Interactive Student version. |

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 1. Magnification - ZoomText Magnification/Reader 2. Text-to-Speech - NonVisual Desktop Access (NVDA) (Windows/Firefox/Chrome) - JAWS Screen Reader (Windows/Firefox) - VoiceOver (iOS/Safari browser) - VoiceOver (OS/Safari browser) 3. 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. 4. On-screen Keyboards Supports on-screen keyboards via commonly used tablets and other touch enabled devices 5. Switch Scanning Controls Standard switch scanning control software can be used with SavvasRealize instructional content. 6. 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. | 1 - Very Poor/No Alignment | Accessibility to a variety of third-party assistive technologies is limited. There is an increased degree of accessibility in the sample chapter from the Interactive Student version. |

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 | Printed textbooks are available. NIMAS files are also available to support specialized formats. |

Reviewer's Name: Sabrina Hughey

Title: enVision Florida B.E.S.T. Geometry

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

Author: Kennedy, Milou, Thomas, Zbiek & Cuoco

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Geometry](#)

Bid ID: 406

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.

Alignment is very strong and learning components are very good.

| 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 | very good |
| 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 | very good |
| 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 | very good |
| 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 | very good |
| 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 | very good |
| MA.912.GR.1.6 | Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. | 5 - Very Good Alignment | very good |
| MA.912.GR.2.1 | Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. | 4 - Good Alignment | I had trouble finding the connection to functions. |
| MA.912.GR.2.2 | Identify transformations that do or do not preserve distance. | 5 - Very Good Alignment | very good |

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| 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 | very good |
| 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 | very good |
| 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 | very good |
| 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 | very good |
| MA.912.GR.3.1 | Determine the weighted average of two or more points on a line. | 5 - Very Good Alignment | very good |
| 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 | very good |
| 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 | very good |
| 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 | very good |
| MA.912.GR.4.1 | Identify the shapes of two-dimensional cross-sections of three-dimensional figures. | 5 - Very Good Alignment | very good |
| MA.912.GR.4.2 | Identify three-dimensional objects generated by rotations of two-dimensional figures. | 5 - Very Good Alignment | very good |

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| 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 | very good |
| MA.912.GR.4.4 | Solve mathematical and real-world problems involving the area of two-dimensional figures. | 5 - Very Good Alignment | very good |
| 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 | very good |
| 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 | very good |
| MA.912.GR.5.1 | Construct a copy of a segment or an angle. | 5 - Very Good Alignment | very good |
| 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 | very good |
| MA.912.GR.5.3 | Construct the inscribed and circumscribed circles of a triangle. | 5 - Very Good Alignment | very good |
| 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 | very good |
| MA.912.GR.6.2 | Solve mathematical and real-world problems involving the measures of arcs and related angles. | 5 - Very Good Alignment | very good |
| MA.912.GR.6.3 | Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. | 5 - Very Good Alignment | very good |

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| 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 | very good |
| 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 | very good |
| 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 | very good |
| 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 | very good |
| MA.912.LT.4.10 | Judge the validity of arguments and give counterexamples to disprove statements. | 5 - Very Good Alignment | very good |
| MA.912.T.1.1 | Define trigonometric ratios for acute angles in right triangles. | 5 - Very Good Alignment | very good |
| 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 | very good |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>very good</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>very good</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>very good</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>very good</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>very good</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>very good</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>very good</p> |

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| 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 good |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | very good |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | very good |
| 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 | very good |

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

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| 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 | achieved |
| 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 | achieved |
| 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 | achieved |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | achieved |
| 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 | achieved |
| 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 | achieved |
| 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 | achieved |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | achieved |
| 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 | achieved |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | achieved |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | achieved |

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

| 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 | achieved |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | achieved |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | achieved |
| 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 | achieved |
| 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 | achieved |

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

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

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | achieved |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | 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 | achieved |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | achieved |
| 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 | achieved |
| 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 targets are 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 | achieved |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | achieved |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | achieved |
| 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 | achieved |

Reviewer's Name: Jordan Adams

Title: Thinking Quantitatively: Communicating with Numbers

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

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Financial Algebra](#)

Bid ID: 407

| 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? | 2 - Poor Alignment | On page 8/43, the textbook asks about race and gun control, possibly violating the rule's prohibition on making race the most important factor in a societal consideration. |

Reviewer's Name: Wendy Carden

Title: Thinking Quantitatively: Communicating with Numbers

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

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

There are several positives to this text. The concepts are continually reinforced, for example, vocabulary is highlighted and can be opened with a click. Also, examples are real-world oriented, realistic, and relevant. However, the text is too heavily focused on Excel. It would require teachers to prepare material to introduce and expand on the topics. Further, at

the end of the course, students might be able to use Excel, but would probably not be able to perform calculations without it. Also, the page numbers restart with each chapter. This makes it difficult to move fluidly through the text.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | There are numerous examples that satisfy this benchmark from several topics. |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 2 - Poor Alignment | There are very few examples in which a specific variable is isolated. |
| 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. | 2 - Poor Alignment | There are numerous linear applications examples which include the graphs, x-intercept, and y-intercept. However, there is no inclusion of domain and range except for the definition in the function section. Also, there is little to no use of lines in standard or point-slope form. |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 3 - Fair Alignment | There is a chapter on exponential functions which show the graph of applications of financial calculations. However, none of the |

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| | | | characteristics are addressed. |
| 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. | 2 - Poor Alignment | There are a couple of piece-wise examples related to financial literacy. However, the calculations are based on using Excel, and not hand calculations. The characteristics of piece-wise functions is not addressed. |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 1 - Very Poor/No Alignment | Arithmetic sequences are not explicitly addressed. |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 1 - Very Poor/No Alignment | Geometric sequences are not explicitly addressed. |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | All aspects of this benchmark are addressed. |
| 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 | There are numerous real-world models highlighting the slope and y-intercept. |
| 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 | There are a few two-way frequency tables summarizing bivariate categorical data. |
| MA.912.DP.3.2 | Given marginal and conditional relative frequencies, construct a two-way relative | 3 - Fair Alignment | There are a few relative frequency examples. |

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| | frequency table summarizing categorical bivariate data. | | |
| 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 | False positive and false negatives are addressed. However, there are only a couple of applicable examples. |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 3 - Fair Alignment | There are many diverse data sets graphically represented. However, there is no discussion of misleading graphs. |
| 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 | There are many evaluation examples. However, there is not a lot of use of function notation. |
| 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. | 1 - Very Poor/No Alignment | There are no examples of combining functions. |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 3 - Fair Alignment | There are numerous uses of decimals, percentages, and fractions. However, the specific equations are not presented, only calculated in an Excel spreadsheet. |
| MA.912.FL.1.2 | Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business. | 5 - Very Good Alignment | Proportions and ratios are well examined through real world problems. |

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| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 5 - Very Good Alignment | Weighted-averages is well covered. |
| MA.912.FL.2.1 | Given assets and liabilities, calculate net worth using spreadsheets and other technology. | 2 - Poor Alignment | There is an extensive discussion of liabilities and assets, there are no calculations of net worth. |
| MA.912.FL.2.2 | Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology. | 2 - Poor Alignment | There are some examples of optimizing profit, but not calculating profit (max or min). |
| MA.912.FL.2.4 | Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates. | 4 - Good Alignment | There are a number of currency examples, but there is no mention of exchange rates. |
| MA.912.FL.2.5 | Develop budgets that fit within various incomes using spreadsheets and other technology. | 1 - Very Poor/No Alignment | There are calculations for components of a budget, but no complete budget outlines. |
| MA.912.FL.2.6 | Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology. | 1 - Very Poor/No Alignment | There are no calculations of income tax. |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 2 - Poor Alignment | There are numerous interest examples, but no comparisons. |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | Each of these interest calculations are well covered. |
| MA.912.FL.3.5 | Compare the advantages and disadvantages of using cash versus personal financing options. | 4 - Good Alignment | There is a discussion of cash and other types of investments, but not a clear comparison |

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| | | | with personal and business impacts. |
| MA.912.FL.3.6 | Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology. | 4 - Good Alignment | There are several examples comparing interest rates. |
| MA.912.FL.3.7 | Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology. | 1 - Very Poor/No Alignment | There are no comparisons of student loan options. |
| MA.912.FL.3.8 | Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees. | 4 - Good Alignment | There are many comparison examples, but not any that include income tax. |
| MA.912.FL.3.9 | Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology. | 3 - Fair Alignment | There are numerous mortgage examples, but they are not as extensive as the benchmark. |
| MA.912.FL.3.10 | Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power. | 1 - Very Poor/No Alignment | There is no qualitative comparison of credit scores and their impact. |
| MA.912.FL.3.11 | Given a real-world scenario, establish a plan to pay off debt. | 1 - Very Poor/No Alignment | Paying off debt is not addressed. |
| MA.912.FL.4.1 | Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology. | 1 - Very Poor/No Alignment | Insurance comparisons does not exist. |
| MA.912.FL.4.3 | Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology. | 5 - Very Good Alignment | There are numerous retirement examples. |

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| MA.912.FL.4.4 | <p>Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.</p> | <p>3 - Fair Alignment</p> | <p>Retirement plans are addressed however, there are not addressed from the perspective of a business. Also, student research is not addressed.</p> |
| MA.912.FL.4.5 | <p>Compare different ways that portfolios can be diversified in investments.</p> | <p>5 - Very Good Alignment</p> | <p>Students are introduced to numerous investment/retirement options.</p> |
| MA.912.FL.4.6 | <p>Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.</p> | <p>1 - Very Poor/No Alignment</p> | <p>A stock purchase calculations is not presented.</p> |
| MA.912.NSO.1.1 | <p>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.</p> | <p>4 - Good Alignment</p> | <p>The laws of exponents is utilized in numerous examples. However, the basic laws are not presented.</p> |
| MA.912.NSO.1.2 | <p>Generate equivalent algebraic expressions using the properties of exponents.</p> | <p>4 - Good Alignment</p> | <p>There are numerous examples of writing equivalent exponential equations.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>1 - Very Poor/No Alignment</p> | <p>The text focuses on using Excel not really on fostering students' skills.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 presents data and calculations in different ways. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Calculations are presented in several different ways. Efficiency is encouraged. |

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| | <ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | The vocabulary is very well presented. Potential errors are not addressed. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Previously covered topics are continuously reinforced. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Estimation is not really addressed, but checking calculations throughout. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | Most all examples represent real world examples. However, redesigning models is not addressed. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Data and examples are all cited. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 3 - Fair Alignment | This is written on grade level, but the |

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| | | | text can be confusing and difficult to follow. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Based on the section titles, example titles, and notations, inferences can be made. |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 4 - Good Alignment | This text would encourage discussion. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 3 - Fair Alignment | Quality work is encouraged through the use of Excel. However, hand calculations are not well presented. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Appropriate voice is 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 | The communications is sufficient. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Some benchmarks are well addressed while others are missing. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | The skill level is on task, but it is confusing in several places. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 2 - Poor Alignment | There are not sufficient hand-calculated problems. They are mainly Excel based. |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | The majority of example represent real world scenarios, but many would required additional in-class discussion. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | The difficulty of problems are on-point. |
| 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 examples are 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. | 3 - Fair Alignment | There would be significant need for additional explanation. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | There are many cited information from reliable sources. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | There are reliable resources. |
| 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 not any obvious 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 | The information is seemingly unbiased. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | The material topics are present, but could be covered in more depth. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | The material is accurate. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 3 - Fair Alignment | Most of the data sets are current, but are old enough to be out of date soon. |

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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 2 - Poor Alignment | Many of the notations do not correspond to the benchmarks. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 3 - Fair Alignment | It is too Excel focused. |
| 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 interesting to students. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 2 - Poor Alignment | There are few interdisciplinary connections made. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | There were no biased statements observed. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | No inappropriate portrayals were made. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 3 - Fair Alignment | It was too heavy with Excel. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 2 - Poor Alignment | There would need to be significant teacher prep. |
| 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 is very aligned to Excel. |
| 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 well organized. |

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| 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 grade level, but can be a little confusing. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | The amount of material 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 | Material seem to follow UDL. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | The presentation of material is generally good. |

| Learning | Reviewer Rating | Rating Justification |
|--|----------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | The topics are engaging. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | For the required topics covered, the main ideas are well presented. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | The goals are 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. | 1 - Very Poor/No Alignment | Students will become dependent upon Excel. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 1 - Very Poor/No Alignment | The text will be useful to those with the desire and ability to learn Excel, but few other options are presented. |

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| 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 mentally challenged. |
| 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 offer many 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. | 2 - Poor Alignment | There are only a few strategies presented. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | Needs additional manual reinforcement. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Example are appropriate. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Assessments are sufficient. |
| 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 numerous learning methods presented. |
| 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 material is lacking in several key areas. For example, explanation of formulas and hand-calculations. |
| 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 text has several good points, however it is lacking is several key features and relies too heavily on Excel. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | There are no observed CRT references made. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | There are no observed CRT references made. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | There are no observed CRT references made. |
| 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 are no observed CRT references made. |

UDL Reviewer's Name: David Davis

Title: Thinking Quantitatively: Communicating with Numbers

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

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [1200387 - Mathematics for Data and Financial Literacy](#)

Bid ID: 407

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

Bid Response

• *Font - 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%.* • *Background - Adjustment of background contrast can be done using the devices' built-in manufacturer settings or built-in browser settings (i.e.: brightness of tablets, dimming of screens etc.,)*
We do not provide a high contrast color mode but we do not hinder the use of high contrast mode on Windows of Macs.
• *Text-to-Speech Tools – Text-to-Speech tools are supported. Specific solutions and tools are listed in our response to Question 4 below.* • *Alt Tags – Navigation elements and content images have valid alternative descriptions.* • *Captioning – All student-facing videos are captioned.* • *Refreshable Braille Displays - The Accessible Student Edition, including image tags, is compatible with JAWS and will also work with refreshable Braille displays. Captions are in SRT format. Please also note that Pearson supports and complies with the Individuals with Disabilities Act of 2004 and the terms of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA 2004, Pearson will upload any K-12 core-related student print materials published after July 19, 2006 to the NIMAC. Please note that Pearson 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 |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Font size and type cannot be changed. Foreground/background colors cannot be adjusted. There is a zoom setting that magnifies the entire text page. Font type, size, color, and contrast settings are important for students with various visual needs. |

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| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | There is no built-in feature for high contrast color options. Colors and contrast settings are important for students with various visual needs. |
| Text-to-speech tools. | 1 - Very Poor/No Alignment | No text-to-speech tools are provided. Selecting a passage or text opens a pop-up window for highlighting, making a note or flashcard, or searching. This pop-up window keeps other basic third-party text-to-speech tools from working. |
| All images have alt tags. | 3 - Fair Alignment | Publisher states that textbooks published 2020 and on have alt tags on all images. Alt tag descriptions were found on some image and not found on other images. |
| All videos are captioned. | 4 - Good Alignment | Publisher states that student-facing videos are captioned. The video reviewed was appropriately captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 2 - Poor Alignment | The content and images were not accessible using JAWS and a braille display. |

| 2. How are the following navigation features provided in the instructional materials: | | |
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| <p>Bid Response</p> <p><i>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. Every navigation element and menu item can be reached via the keyboard. While not all elements of menu items have what is traditionally called a "shortcut," this functionality is not an accessibility requirement. The keyboard can be used to navigate the site and menu items, and navigation information can be sent to refreshable Braille displays.</i></p> | | |
| Review | Rating | Comments |
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There are no options for adjusting the size of buttons and icons. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | General keyboard shortcuts are not available. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired. |
| All navigation information can be sent to refreshable Braille displays. | 4 - Good Alignment | The navigation is accessible through JAWS, clearly labeled, and works with a screen reader and braille display. |

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

Bid Response

Highlighting in the Student Edition etext is currently available in one color (blue). Highlighted text from the HTML accessible etext can be copied and pasted into another document. Students can take notes in the eText via the push pin note feature.

| Review | Rating | Comments |
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| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 3 - Fair Alignment | Highlighters are provided in three colors; yellow, rose, and green. |
| Highlighted text can be automatically extracted into another document. | 4 - Good Alignment | Highlighted text can be filtered by color and exported to a pdf. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Notes can be added as text is highlighted. Notes can be extracted to a pdf. |

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

Bid Response

1. Magnification - ZoomText Magnification/Reader - Mac/Intosh OSX built in magnification - Windows 10 built in navigation 2. Text-to-speech - NonVisual Desktop Access (NVDA) (Windows and Firefox) - JAWS Screen Reader (Windows/IE browser) - VoiceOver (iOS/Safari browser) - VoiceOver (OSX/Safari browser) 3. Text-to-American Sign Language - Options for a Text-to-American Sign Language software that operates with our platform are being explored, but have not yet been tested. 4. On-screen keyboards - iOS on-screen keyboard 5. Switch scanning controls - Options for switch scanning control testing are being explored, but have not yet been tested. 6. Speech-to-text - Dragon Naturally Speaking speech recognition software

| Review | Rating | Comments |
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| 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 | Basic text-to-speech tools have problems working with this textbook. Text can only be selected to use the tools in this system. Third-party tools that require text selection are not supported. Magnification works. Publisher states that switch-scanning controls are being explored. |

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

The majority of the student materials are available in print. We offer a print student edition textbook, which matches the content we provide in our digital platform, MyMathLab for School. In addition, assessments and worksheets found in our digital products can be printed out for students.

| Review | Rating | Comments |
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| | 4 - Good Alignment | Print versions are available for purchase. Related materials can be printed out. |

Reviewer's Name: Megan Hinson

Title: Thinking Quantitatively: Communicating with Numbers

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

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

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.

What I was able to review, just the instructional materials, there is quite a bit missing. At times the priority seemed more about the use of excel instead of mastering standards/benchmarks. The instructional materials do not include instructional strategies to help guide teachers in presentation, it does not include questions that would help foster

conversation that would help in the learning process, and it does not always cover the standard/benchmark. The content is simply presented, no additional practice or depth. The MathLab resource may help but I think the curriculum needs more to really cover the benchmarks/standard to mastery.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.912.AR.1.1 | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | 4 - Good Alignment | Students are given opportunities in most chapters to identify and interpret parts of an expression/equation in terms of money/business. |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 4 - Good Alignment | Opportunities throughout to rearrange equations. |
| 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 | Students are not asked to graph. |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 3 - Fair Alignment | Students are not asked to graph. |
| 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 | Students are not asked to graph. |

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| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 2 - Poor Alignment | Arithmetic sequences not explicitly taught. |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 2 - Poor Alignment | Geometric sequences not explicitly taught. |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | Opportunities in most chapters to work towards this benchmark with chapter 12 explicitly covering this benchmark. |
| 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 | Students are given examples but not asked to fit a linear function to data. |
| 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 | Students learn about two way frequency tables but students are not asked to construct their own. |
| 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 | Students learn about two way frequency tables but students are not asked to construct their own. |
| 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 | Students not given segmented bar graphs to interpret. |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether | 5 - Very Good Alignment | Lots of different real data reports for students to evaluate. |

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| | a valid sampling method was used; or interpreting provided statistics. | | |
| 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 | Students given lots of different opportunities to evaluate real world functions given a domain input. |
| 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. | 2 - Poor Alignment | Students are not being asked to combine functions. |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 5 - Very Good Alignment | Students are given several opportunities to perform operations using fractions, decimals and percentages |
| MA.912.FL.1.2 | Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business. | 5 - Very Good Alignment | Students are given several opportunities to use ratios and proportions to solve real world problems involving money. |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 5 - Very Good Alignment | Benchmark is well covered. |
| MA.912.FL.2.1 | Given assets and liabilities, calculate net worth using spreadsheets and other technology. | 2 - Poor Alignment | Students are given opportunities to explore different types of savings/investments but are not taught to find net worth given assets and liabilities. Instead they simply |

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| | | | learn about different assets and liabilities. |
| MA.912.FL.2.2 | Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology. | 3 - Fair Alignment | Students taught about costs and profits but not revenues. |
| MA.912.FL.2.4 | Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates. | 3 - Fair Alignment | Students given a couple of examples, both using Euros. |
| MA.912.FL.2.5 | Develop budgets that fit within various incomes using spreadsheets and other technology. | 2 - Poor Alignment | The parts of the instructional materials listed have students exploring different parts of a budget (credit cards, loans, mortgages) but no mention of a budget. |
| MA.912.FL.2.6 | Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology. | 1 - Very Poor/No Alignment | No mention of calculating federal income taxes. |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 3 - Fair Alignment | Students are taught different types of interest but not specifically to compare. |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 5 - Very Good Alignment | Students are taught different types of interest. |
| MA.912.FL.3.5 | Compare the advantages and disadvantages of using cash versus personal financing options. | 4 - Good Alignment | Not specifically comparing but looking at the different options. |
| MA.912.FL.3.6 | Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology. | 5 - Very Good Alignment | Students given opportunities to explore credit at |

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| | | | different rates using technology. |
| MA.912.FL.3.7 | Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology. | 2 - Poor Alignment | Students do not explore student loans. |
| MA.912.FL.3.8 | Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees. | 4 - Good Alignment | Students specifically use spreadsheets, not other technology. |
| MA.912.FL.3.9 | Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology. | 5 - Very Good Alignment | Students given opportunities to compare different types of mortgage loans. |
| MA.912.FL.3.10 | Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power. | 2 - Poor Alignment | Minimal mention of credit scores but no exploration of how credit scores affect credit opportunities. |
| MA.912.FL.3.11 | Given a real-world scenario, establish a plan to pay off debt. | 3 - Fair Alignment | Students look at payments and amortization for single debt. They are not establishing a plan to pay off debt. |
| MA.912.FL.4.1 | Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology. | 1 - Very Poor/No Alignment | No mention of different types of insurance. |
| MA.912.FL.4.3 | Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology. | 4 - Good Alignment | Students given opportunities to simulate retirement options. No comparing |

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| | | | advantages or disadvantages. |
| MA.912.FL.4.4 | Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology. | 5 - Very Good Alignment | Students given opportunities to simulate retirement options. |
| MA.912.FL.4.5 | Compare different ways that portfolios can be diversified in investments. | 4 - Good Alignment | Students explore different investments but are not really making comparisons. |
| MA.912.FL.4.6 | Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees. | 5 - Very Good Alignment | Students explore different types of investments over time. |
| 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 | Students given opportunities to use properties of exponents to simplify expressions dealing with money. |
| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 5 - Very Good Alignment | Students given opportunities to use properties of exponents to simplify expressions dealing with money. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Not explicit to have students work together. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. | 5 - Very Good Alignment | Opportunities throughout curriculum. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Opportunities throughout curriculum. |

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| | <ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Not explicit but teachers could easily incorporate with the curriculum. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Opportunities throughout curriculum. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. | 5 - Very Good Alignment | Opportunities throughout curriculum. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. | 5 - Very Good Alignment | Opportunities throughout curriculum. |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | 3 - Fair Alignment | Curriculum lends itself to citing evidence/justifying reasoning but not explicitly included. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Curriculum requires reading and understanding real world financial situations. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Opportunities throughout although not explicit. |
| 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 | Collaboration opportunities can be incorporated but curriculum does not explicitly pose questions or direct teacher to have students discuss or collaborate. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Opportunities throughout. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Opportunities throughout |
| 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 | No specific adjustments or strategies given for adapting curriculum for ELL students. |

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

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The materials are adaptable/useful for classroom instruction. I would like to see the MathLab resources to see if there is more practice/alignment.. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | The materials are adaptable/useful for classroom instruction. I would like to see the MathLab resources to see if there is more practice/alignment.. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | The level is sufficient. |
| 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 is sufficient. |
| 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 time period is appropriate for the time period allowed for teaching. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | The sources cited reflect expert information for the subject. At times the focus seemed to be more on the use of excel then the content being covered. |
| 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 sources cited reflect expert information for the subject. At times the focus seemed to be more on the use of excel then the content being covered. |
| 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 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 | Content is presented objectively. |

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| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | The content is 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 | The content is 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 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 | The content is presented almost fully to the appropriate/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 context is appropriate and relevant for the intended learner. |
| 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. |
| 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 | Content represented fairly 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 | Content presented humanely and compassionately. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 3 - Fair Alignment | The content of the benchmarks and standards for this course are mostly covered in the material. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | The curriculum provided for review is a great start, I do not feel like it is comprehensive without seeing the MathLab resources too. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 3 - Fair Alignment | The curriculum provided for review is a great start, I do not feel like it is comprehensive without seeing the MathLab resources too. |
| 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 well organized. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | Readability of the materials is appropriate. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | 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). | 4 - Good Alignment | The tools are accessible and include 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). | 4 - Good Alignment | Overall the presentation meets some of the presentation requirements. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 2 - Poor Alignment | The materials do not really include features to maintain learner motivation. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Instructional materials teach a few important ideas, concepts, or themes. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 1 - Very Poor/No Alignment | Outcomes not included in the materials. |
| 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 | The material is simply presented, no guidance included to support students to become more independent learners/thinkers. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 1 - Very Poor/No Alignment | The material is simply presented, no guidance included to support students to become more independent learners/thinkers. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 2 - Poor Alignment | Mental activity and use of excel is included but physical activity not really included. |
| 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 | Material is presented, not much participation opportunities. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 1 - Very Poor/No Alignment | Instructional strategies not included. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 1 - Very Poor/No Alignment | Instructional strategies not included. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 1 - Very Poor/No Alignment | Assessment and practice opportunities not included in reviewable materials. |

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| 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 and practice opportunities not included in reviewable materials. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 1 - Very Poor/No Alignment | Material is simply presented, no incorporation of 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? | 2 - Poor Alignment | ELA and MTRs could be adapted by the teacher but not explicitly included. |
| 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 | The submission simply presents the material, it does not give strategies or support learning needs of all students. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | CRT not part of materials. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | CRT not part of materials. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | CRT not part of 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 | No SsEL included. |

Reviewer's Name: Julie Leofanti

Title: Thinking Quantitatively: Communicating with Numbers

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

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

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 exception of a few standards not addressed in their entirety, I would recommend this instructional material for adoption as it meets the majority of BEST standards needs for this course.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.912.AR.1.1 | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | 4 - Good Alignment | aligns appropriately |
| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest. | 4 - Good Alignment | aligns appropriately |
| 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 | aligns appropriately |
| MA.912.AR.5.7 | Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. | 4 - Good Alignment | aligns appropriately |
| 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. | 4 - Good Alignment | aligns appropriately |
| MA.912.AR.10.1 | Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. | 4 - Good Alignment | aligns appropriately |
| MA.912.AR.10.2 | Given a mathematical or real-world context, write and solve problems involving geometric sequences. | 4 - Good Alignment | aligns appropriately |
| 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 | aligns appropriately |

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| MA.912.DP.2.4 | <p>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.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| MA.912.DP.3.1 | <p>Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.</p> | <p>2 - Poor Alignment</p> | <p>Includes interpretation of joint and marginal frequencies but needs the construction of the two-way frequency table to be addressed. It gives the table and has students interpret. (Includes creating relative frequency tables but not two-way frequency tables)</p> |
| MA.912.DP.3.2 | <p>Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| MA.912.DP.3.3 | <p>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.</p> | <p>3 - Fair Alignment</p> | <p>Ch 4 p24-27 and ch 11 p10-11 and 21-22 has some interpretation of relative frequencies, but mostly given two-way frequency tables instead of relative frequency tables. I did not see any segmented bar graphs on these pages to interpret.</p> |
| MA.912.DP.5.11 | <p>Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |

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| 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 | aligns appropriately |
| MA.912.F.3.2 | Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.1.1 | Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.1.2 | Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.1.3 | Solve real-world problems involving weighted averages using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.2.1 | Given assets and liabilities, calculate net worth using spreadsheets and other technology. | 2 - Poor Alignment | No information about the term liabilities or net worth included in any of these pages. Includes assets and different types but does not mention the terms liabilities or net worth to make the connection. |
| MA.912.FL.2.2 | Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.2.4 | Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates. | 5 - Very Good Alignment | aligns appropriately |

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| MA.912.FL.2.5 | Develop budgets that fit within various incomes using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.2.6 | Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology. | 1 - Very Poor/No Alignment | p 48 is the only page that mentions federal tax rates but I do not see where students are completing or calculating federal income tax using a spreadsheet (the stat crunch on this page is currently empty) |
| MA.912.FL.3.1 | Compare simple, compound and continuously compounded interest over time. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.5 | Compare the advantages and disadvantages of using cash versus personal financing options. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.6 | Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.7 | Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology. | 2 - Poor Alignment | Ch 9 p 29-32 focuses on a mortgage and not student loans. Ch 2 p 42 mentions student loans and how much you should owe/when it may be paid off (but does not include different types of student loans and calculating the total cost). |

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| MA.912.FL.3.8 | Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.9 | Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.10 | Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.3.11 | Given a real-world scenario, establish a plan to pay off debt. | 2 - Poor Alignment | Addresses percentages, APR, etc with loans. credit cards, etc. but does not explicitly address establishing a plan to pay off debt. |
| MA.912.FL.4.1 | Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology. | 1 - Very Poor/No Alignment | Does not address insurance policies |
| MA.912.FL.4.3 | Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.4.4 | Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.4.5 | Compare different ways that portfolios can be diversified in investments. | 4 - Good Alignment | aligns appropriately |
| MA.912.FL.4.6 | Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its | 4 - Good Alignment | aligns appropriately |

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| | worth over time considering gains, losses and selling, taking into account any associated fees. | | |
| 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 | aligns appropriately |
| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | 4 - Good Alignment | aligns appropriately |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | aligns appropriately |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. | 4 - Good Alignment | aligns appropriately |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | aligns appropriately |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | 4 - Good Alignment | aligns appropriately |

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| | <ul style="list-style-type: none"> Construct possible arguments based on evidence. | | |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | aligns appropriately |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | aligns appropriately |

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| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELA.K12.EE.6.1 | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |
| ELD.K12.ELL.MA.1 | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> | <p>4 - Good Alignment</p> | <p>aligns appropriately</p> |

| Content | Reviewer Rating | Rating Justification |
|--|--------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | Overall aligns appropriately (a few components missing or not explicit) |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | aligns appropriately |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | aligns appropriately |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | sufficient details provided |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | 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. | 4 - Good Alignment | level is 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 | level is appropriate |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | source is appropriate |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | contribution is appropriate |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | 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 | free of bias |

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| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | aligns appropriately |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | accurate |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | aligns appropriately |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | aligns appropriately |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | aligns appropriately |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | connections appropriate |
| 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 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 | representation is fair |
| 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 |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | overall, yes |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | aligns appropriately, overall |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | aligns appropriately, overall |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | logically organized |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | aligns 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. | 4 - Good Alignment | pacing is appropriate |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | aligns appropriately |
| 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 | aligns appropriately |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|----------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | aligns appropriately |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | aligns appropriately |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | aligns appropriately |

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| 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 | support available in text and via interactive links |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | aligns appropriately |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | aligns appropriately |
| 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 | aligns appropriately |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | aligns appropriately |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | aligns appropriately |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | aligns appropriately |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | aligns appropriately |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | aligns appropriately |
| 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 | These standards are addressed appropriately |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | aligns appropriately |

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

Reviewer's Name: Bryan Johnston

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 408

| 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 | CRT not in instructional materials - Look at Additional Questions 10.1 Response Bias in Activities and Due Dates |

UDL Reviewer's Name: Evette Idehen

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [1210300 - Probability and Statistics Honors](#)

Bid ID: 408

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

Bid Response

Images do have alt text and videos have captions, but font type and size, high contrast settings, text-to-speech, those are features are not configurable options in LaunchPad itself.

| Review | Rating | Comments |
|---|--------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 4 - Good Alignment | I could zoom in and out of the page, but could not change the font. The only color adjustment was the highlighting feature. |
| Background: High contrast color settings are available. | 2 - Poor Alignment | N/A |
| Text-to-speech tools. | 4 - Good Alignment | Textbook features allows you to have the text read back to you, however, reading back charts & mathematical computations were not aligned |
| All images have alt tags. | 3 - Fair Alignment | Not all images had alt-text even with the page source opened |

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|--|-------------------------|---|
| All videos are captioned. | 5 - Very Good Alignment | All videos were captioned and had transcripts. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 3 - Fair Alignment | With the 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 elements can not be adjusted in size, but are accessible except for a few exceptions. See VPAT for more details. Keyboard shortcuts are present, except for some exceptions. See VPAT for more details. Navigation information cannot be sent to refreshable Braille displays.

| Review | Rating | Comments |
|--|-------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 5 - Very Good Alignment | The textbook interface allows for non-text navigation |
| All navigation elements and menu items have keyboard shortcuts. | 5 - Very Good Alignment | |
| All navigation information can be sent to refreshable Braille displays. | 3 - Fair Alignment | With the 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 indeed provided in the standard colors, and text can be highlighted and copied to another program or a document, but not automatically extracted. And regarding note taking, that option is only available in the e-book and is specific to that individual e-book page.

| Review | Rating | Comments |
|--|-------------------------|--|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 5 - Very Good Alignment | Students can also select colors and label the color highlights |

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| Highlighted text can be automatically extracted into another document. | 5 - Very Good Alignment | Text can be highlighted and extracted to a note taking section |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 5 - Very Good Alignment | Note taking icon and tools are provided directly in the textbook interface |

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| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
| Bid Response <i>The following assistive technology has been used to test our LaunchPad platform: JAWS NVDA VoiceOver</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - Good Alignment | Students are able to interact with the features to support their AT needs |

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| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
| Bid Response <i>For students who will need paper materials, we can provide equally effective alternative access in the form of Word or PDF files of the assignments/quizzes to be completed outside of the platform or printed.</i> | | |
| Review | Rating | Comments |
| | 5 - Very Good Alignment | Overall great alignment |

Reviewer's Name: Bryan Johnston

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 408

| 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 | CRT not in instructional materials - Look at Additional Questions 10.1 Response Bias in Activities and Due Dates |

Reviewer's Name: Rebecca Lee

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

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.

Most of the standards were rated at a 4 or 5. Only a few standards did I rate low based on not being included in the materials. The book includes activities, applets, calculator notes, examples and homework problems.

| Standard | Description | Reviewer Rating | Rating Justification |
|-------------------------------|---|-------------------------|---|
| 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 | Lots of examples, plenty of questions in assignments, applet |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | Lots of examples, plenty of questions in assignments |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 4 - Good Alignment | Examples and questions for homework are provided |
| 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 | Examples, questions for homework, and applet are provided |
| MA.912.DP.1.5 | Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error. | 5 - Very Good Alignment | Examples, questions for homework, and applet (simulation) are provided |
| 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. | 5 - Very Good Alignment | Simulation example (pennies activity), examples, questions for homework, warning provided, graphing calculator directions provided, about using statistical software for interquartile range, and applet are provided |

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| MA.912.DP.2.2 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. | 4 - Good Alignment | Applet, examples, teaching tips and homework provided |
| MA.912.DP.2.3 | Estimate population percentages from data that has been fit to the normal distribution. | 4 - Good Alignment | Examples and homework problems provided |
| 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 | Great tips on using the graphing calculator (didn't see any directions for the Nspire), applet example, examples and homework provided |
| 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. | 4 - Good Alignment | Everyday statistics note will be helpful, Bellringer is weak, Stats medic activity provided, examples and homework provided |
| 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 | Guess the correlation applet is great, instead of giving the data for the candy activity maybe it could be included in the book as a lab, examples and homework provided |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 3 - Fair Alignment | Applet for calculating the correlation coefficient but I didn't see graphing calculator instructions. Examples and homework provided |

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| MA.912.DP.2.9 | Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. | 1 - Very Poor/No Alignment | According to the standard students are to use logs to straighten the data. I didn't see any examples of this. |
| 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. | 2 - Poor Alignment | The standard calls for interpretation of joint and marginal frequencies. I could not find either. There is problems on creating a two-way table. |
| 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 examples and homework problems |
| 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 | Conditional frequencies are taught but not joint or marginal. |
| MA.912.DP.3.4 | Given a relative frequency table, construct and interpret a segmented bar graph. | 4 - Good Alignment | Examples, applet and homework included |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 4 - Good Alignment | All parts of the standard are met except the circle graph in clarification 3. |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 4 - Good Alignment | Examples and homework are provided |

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| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Examples, online activity (Mr Gallas) and homework are provided |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 3 - Fair Alignment | Vocabulary is missing (joint and marginal frequencies) |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 4 - Good Alignment | Examples, online activity and homework are provided |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Examples, applet, graphing calculator instructions and homework are provided |

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| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Examples, lab type activity (Federalist papers) and homework are provided |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | Examples, applet (sunflowers) and homework are provided |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | Examples, lab type activity (spinner) and homework are provided |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 4 - Good Alignment | Examples, applet and homework are provided |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.5.8 | Draw inferences about two populations using data and statistical analysis from two random samples. | 5 - Very Good Alignment | Examples, applet, graphing calculator instructions and homework are provided |
| MA.912.DP.5.9 | Compare two treatments using data from an experiment in which the treatments are assigned randomly. | 5 - Very Good Alignment | Examples, applet, graphing calculator instructions and homework are provided |

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| MA.912.DP.5.10 | Determine whether differences between parameters are significant using simulations. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.6.1 | Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. | 4 - Good Alignment | Examples, good example in everyday stats and homework are provided |
| MA.912.DP.6.2 | Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 4 - Good Alignment | Examples and homework are provided |
| MA.912.DP.6.3 | Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 3 - Fair Alignment | Not enough practice with this standard |
| MA.912.DP.6.4 | Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions. | 5 - Very Good Alignment | Examples, activity (pop quiz) and homework are provided |
| MA.912.DP.6.5 | Solve real-world problems involving geometric distributions. | 1 - Very Poor/No Alignment | Not included in the book only activities on statmedic. |
| MA.912.DP.6.7 | Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations. | 4 - Good Alignment | Examples and homework are provided |

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| MA.912.DP.6.8 | <p>Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.</p> | <p>5 - Very Good Alignment</p> | <p>Examples, applet and homework are provided</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Lots of applets and activities provided</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Lots of examples, applets and activities provided</p> |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Lots of examples and homework are provided</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Lots of examples, applets and activities provided</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> | <p>5 - Very Good Alignment</p> | <p>Lots of examples, applets and activities provided</p> |

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| | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | Lots of questions and activities provided |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. | 5 - Very Good Alignment | Lots of examples, applets and activities provided |

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| | <ul style="list-style-type: none"> • 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 | Lots of examples, applets and activities provided |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | The book is very clear with directions and examples. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Lots of inferences are made throughout the book. |
| 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 | Lots of examples, applets and activities provided |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Direction and problems are clear. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Direction and problems are clear. |
| 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 glossary includes both English and Spanish words. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | The majority of the standards I rated a 4 or 5. |
| 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 majority of the standards I rated a 4 or 5. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The majority of the standards I rated a 4 or 5. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Lots of examples, applets, activities and homework. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | The questions and examples are on the level 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 | The questions and examples are on the level of the grade level and students abilities |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | The book will allow for the standards to be finished for school year. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Great examples and sources provided. |
| 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 | Great examples and sources provided. |
| 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 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 seems to be free of bias. |

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| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | The content provides examples from everyday life. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | The content uses a lot of real life data. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | The content uses a lot of real life data. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | The content is appropriate and relevant based on the examples and homework. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | The questions are at an appropriate level for high school students. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | The content uses a lot of real life data. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | The content uses a lot of real life data that are appropriate to other subjects. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | Names and examples represent all cultures |
| 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 no hard-core porn. Examples are appropriate. |
| 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 are covered. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Lots of examples, calculator notes, activities and applets. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Lots of examples, calculator notes, activities and applets. |
| 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 in a logical order. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Videos and examples are appropriate. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | The pacing is appropriate. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided. |
| 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 | Lots of resources provided. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Lots of real life examples, pictures and graphs. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | All the big ideas are thoroughly covered. |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | All 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. | 4 - Good Alignment | Written instructions, video instructions and video explanations are provided. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Written instructions, video instructions and video explanations are provided. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Applet and activities are provided. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | Activities are real life and help the students make 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. | 5 - Very Good Alignment | Applet, activities, graphing calculator activities and homework are provided. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Applet, activities, graphing calculator activities, examples and homework are provided. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | assessment is appropriate |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | assessment is appropriate |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided. |

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| 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 | There is appropriate applications with the BEST standards. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Yes, this book is satisfactory. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 4 - Good Alignment | This textbook doesn't really include any of these topics (Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country) |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | This textbook does omit CRT. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | This textbook does 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 | This course doesn't include extraneous strategies. |

Reviewer's Name: Virginia Snyder

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

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.

Looking only at the major tool (print/online student text), it is possible for an instructor to cover all required benchmarks and clarifications. With the addition of all other resources, this is made even easier. The teacher edition includes tips for making the math real with further real-world connections (even though there are already a large amount in

the major tool). There are pre designed homework and assessments that the instructor can use or adapt to fit the needs of their students.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors. |
| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | 5 - Very Good Alignment | Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors. |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data. | 5 - Very Good Alignment | Emphasis that correlation does not equal causation |
| 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 | Tech corner: use of real-world data |
| MA.912.DP.1.5 | Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error. | 5 - Very Good Alignment | Examples and blueprint for interpretation statements |

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| 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. | 5 - Very Good Alignment | Includes use of technology and spreadsheets |
| MA.912.DP.2.2 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. | 5 - Very Good Alignment | Clear examples and connections with appropriateness and binomial distributions |
| MA.912.DP.2.3 | Estimate population percentages from data that has been fit to the normal distribution. | 5 - Very Good Alignment | Inclusion of Tech-Corner and TI-83/84 tutorial |
| 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 | Use of real-world, technology, and TI-83/84 |
| 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. | 5 - Very Good Alignment | Use of formulas, technology (Tech Corner) and TI-83/84 |
| 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 | Clarifications met |
| MA.912.DP.2.7 | Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient. | 5 - Very Good Alignment | Tech Corner and TI-83/84 tutorial |
| 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 | Exponential regression is not found within the major tool, but can be access through the Extra Lesson with |

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| | | | ease. Materials do include use of technology |
| 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 | Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials. |
| 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 | Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials. |
| 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. | 5 - Very Good Alignment | Clarifications met |
| MA.912.DP.3.4 | Given a relative frequency table, construct and interpret a segmented bar graph. | 5 - Very Good Alignment | Instructions and detailed practice included |
| MA.912.DP.3.5 | Solve real-world problems involving univariate and bivariate categorical data. | 5 - Very Good Alignment | All clarifications met, however explicit use of the terms "univariate" and "bivariate" do not occur |
| MA.912.DP.4.1 | Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events. | 5 - Very Good Alignment | All items met |

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| MA.912.DP.4.2 | Determine if events A and B are independent by calculating the product of their probabilities. | 5 - Very Good Alignment | Defined and opportunities for student practice |
| MA.912.DP.4.3 | Calculate the conditional probability of two events and interpret the result in terms of its context. | 5 - Very Good Alignment | Real-world practice and applications included |
| MA.912.DP.4.4 | Interpret the independence of two events using conditional probability. | 5 - Very Good Alignment | Use of real-world data and applications |
| MA.912.DP.4.5 | Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. | 5 - Very Good Alignment | Use of real-world data and applications |
| MA.912.DP.4.6 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. | 5 - Very Good Alignment | Real-world data and applications used |
| MA.912.DP.4.7 | Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context. | 5 - Very Good Alignment | Defined with use of real-world data |
| MA.912.DP.4.8 | Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context. | 5 - Very Good Alignment | Real-world examples |
| MA.912.DP.4.9 | Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. | 5 - Very Good Alignment | Real-world problems included |
| MA.912.DP.4.10 | Given a mathematical or real-world situation, calculate the appropriate permutation or combination. | 5 - Very Good Alignment | Use of real-world data, technology |

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| MA.912.DP.5.1 | Distinguish between a population parameter and a sample statistic. | 5 - Very Good Alignment | Defined and examples of determining each |
| MA.912.DP.5.2 | Explain how random sampling produces data that is representative of a population. | 5 - Very Good Alignment | Definition and determination |
| MA.912.DP.5.3 | Compare and contrast sampling methods. | 5 - Very Good Alignment | Compare/contrast, stratified, and cluster sampling no included in the major tool, but can be accessed within the other materials |
| MA.912.DP.5.4 | Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions. | 5 - Very Good Alignment | Examples and use of real-world data |
| MA.912.DP.5.5 | Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process. | 5 - Very Good Alignment | Use of technology |
| MA.912.DP.5.6 | Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design. | 5 - Very Good Alignment | Defined and examples of real-world data utilized |
| MA.912.DP.5.7 | Compare and contrast surveys, experiments and observational studies. | 5 - Very Good Alignment | Clarifications met |
| MA.912.DP.5.8 | Draw inferences about two populations using data and statistical analysis from two random samples. | 5 - Very Good Alignment | Use of technology and real-world data |
| MA.912.DP.5.9 | Compare two treatments using data from an experiment in which the treatments are assigned randomly. | 5 - Very Good Alignment | Clarification met |

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| MA.912.DP.5.10 | Determine whether differences between parameters are significant using simulations. | 5 - Very Good Alignment | Use of technology included |
| MA.912.DP.5.11 | Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. | 5 - Very Good Alignment | Used throughout major tool |
| MA.912.DP.6.1 | Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. | 5 - Very Good Alignment | Includes use of real-world data |
| MA.912.DP.6.2 | Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 5 - Very Good Alignment | Multiple examples and real-world data included |
| MA.912.DP.6.3 | Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution. | 5 - Very Good Alignment | Use of real-world data included |
| MA.912.DP.6.4 | Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions. | 5 - Very Good Alignment | Clarifications met |
| MA.912.DP.6.5 | Solve real-world problems involving geometric distributions. | 5 - Very Good Alignment | Clarification met |
| MA.912.DP.6.7 | Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations. | 5 - Very Good Alignment | Clarifications met |

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| MA.912.DP.6.8 | <p>Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.</p> | <p>5 - Very Good Alignment</p> | <p>Use of real-world data</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Major tool appears to be designed for student engagement, walking students through each calculation and process</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Activities designed for students to make connections between the mathematics performed and the concepts and representations of real-world data</p> |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Multiple opportunities provided for students to be successful in performing calculations through different methods</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are encouraged to work with others and are taught how to communicate about the data and information they are interpreting</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> | <p>5 - Very Good Alignment</p> | <p>When new concepts are introduced, students are led through the step-by-step planning process for determining</p> |

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| | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | | different information about the data |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 continuously asked to interpret the reasonableness of their solutions |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. | 5 - Very Good Alignment | Almost all examples and questions within the major tool and other resources include real-world data and citations |

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| | <ul style="list-style-type: none"> • 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 | Introduced as part of the statistical problem solving process |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Throughout the major tool, students are asked to comprehend processes and interpret solutions |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Context clues used throughout of each example and question |
| 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 | Supported through frequent use of vocabulary and having students interpret their findings |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Supported through frequent use of vocabulary and having students interpret their findings |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Supported through frequent use of vocabulary and having students interpret their findings |

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| 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 included as part of major tool. Spanish Flashcards also included with additional student resources |
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| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | All benchmarks and clarifications are met |
| 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 honors curriculum requirements |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Easily taught with only the major tools, all other resources add to the ease of instruction and student mastery |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | In depth explanations clarify concepts for students |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | All clarifications are met |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | Honors 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 | Suggested pacing guide provided to aid instructors in planning for full coverage of the course |

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| 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 data is cited, and many resources are directly accessible |
| 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 | Students can easily make real-world connections with all of the data and examples provided |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Upon looking through the online text, there do not seem to be 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 | Data presented 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 | Easily adaptable to teaching AP Statistics with some supplementary material needed |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Link to errata on publisher website |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | All data is cited and up-to-date, with many sources dated 2020 |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | All curriculum, standards, and benchmark requirements are met |
| 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 data makes topics 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 | Real-world data the is relevant to students is included. (Driving, grades, heights, music, etc.) |

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| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Reference to the use of the skills students are learning are made to show students the real-world 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 | Portrayal of multicultural 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 | Humanity and compassion portrayed through the use of data in the major tool |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Content of benchmarks and standards are met |

| 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 benchmarks are covered by the major tool and provided 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 | Components of the major tool align to the curriculum on CPALMS and the additional resources |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Material is presented in a logical order for mastery 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. | 5 - Very Good Alignment | Visual representations of data grabs students attention and audio is available on the online student text |

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| 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 guide included to aid in planning of content coverage |
| 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 | Students can resize text in the online textbook, as well as a screen reader. Alternate videos and examples are also available for 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 | There are many resources available for student to be successful; including video tutorials and extra practice examples. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Real-world, relevant examples provided with data citations |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | "Big Ideas" covered in Probability and Statistics are met in the instructional materials |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Learning Objectives listed at the beginning of each section in the major tool |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | Sections progress through a gradual release with examples and student practice, reviews, and practice tests complete with multiple choice and free response questions |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Resources are easily adaptable for student differentiation |

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| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Activities are designed with student engagement in mind. |
| 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 | Editable assignments and assessments are included for instructional use |
| 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 MTRs covered |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Strategies are included in the Instructor Resources to aid in accomplishing 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 | Strategies are included in the Instructor Resources to aid in accomplishing 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 | Size, color, background in the online text are all adjustable; videos are captioned; text-to-speech tools; |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | MTRs are incorporated throughout the tools and resources |
| 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 have adequate supports to satisfy the LEARNING requirements |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | No evidence of CRT is found in the materials |
| 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 is found in the materials |
| 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 is found in the 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 | No evidence of SEL is found in the materials |

Reviewer's Name: Kim Baggs

Title: Florida Reveal Math, Grade K

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 409

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 submission includes EL Scaffolds, Effective teaching practices, exploration activities and activities that encourage discussion. Daily spiral review is included in the lessons. Math probes and Exit tickets are also part of the daily lessons. Lessons

can be replayed digitally. The submission seems to be student driven. The digital option gives students an opportunity to have interactive experiences. The digital graphics are more appealing than the paper copies. The materials are not as user friendly as I would like if I were using it to teach. However, it serves the purpose.

| 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 | Use of a number line is part of the benchmark clarification. I found no evidence of this in the links provided. |
| MA.K.AR.1.2 | Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers. | 4 - Good Alignment | See above justification |
| MA.K.AR.1.3 | Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. | 4 - Good Alignment | One of the clarifications states students should understand the context of the problem as well as quantities. Upon the first read students are asked what it is about. Upon the second read they are required to answer it. I feel there should be more discussion about the problem prior to solving according to the clarification. |

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| MA.K.AR.2.1 | Explain why addition or subtraction equations are true using objects or drawings. | 3 - Fair Alignment | Minimal coverage. Vocabulary for standard taught in one lesson. Two lessons on the standard for the equal sign. |
| 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 | Standard is covered within benchmark clarification. |
| 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. | 4 - Good Alignment | Did not see any non-examples. |
| 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. | 4 - Good Alignment | Within standard and benchmark and within clarifications. |
| MA.K.GR.1.3 | Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders. | 4 - Good Alignment | Two lessons to cover this benchmark. |
| 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. | 3 - Fair Alignment | One lesson covering the real-world representations. |
| MA.K.GR.1.5 | Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares. | 3 - Fair Alignment | Example calls for students to form a different shape with the given shapes not |

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| | | | only another size of the same shape given. |
| 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 | Only one lesson for this benchmark. |
| 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 | Satisfies benchmark clarifications |
| 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. | 4 - Good Alignment | Within the Benchmark and Clarifications. |
| 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. | 3 - Fair Alignment | Only goes up to nine. Student pages do not correlate to TE pages |
| MA.K.NSO.1.2 | Given a number from 0 to 20, count out that many objects. | 2 - Poor Alignment | Benchmark calls for students to count out objects up to 20. These pages are counting up to nine, matching amounts, and one more. |
| MA.K.NSO.1.3 | Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth." | 3 - Fair Alignment | Only one lesson for sequence covering all five orders at once. |
| 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. | 3 - Fair Alignment | Within Benchmark and clarifications except for relating it back 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, | 4 - Good Alignment | Within Benchmark and Clarifications |

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| | count forward within 100 and backward within 20. | | |
| 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 | Numerous lessons and opportunities for students to practice this benchmark in small chunks. Within Benchmark and example |
| 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 | Missing Clarification three. Also, pages do not demonstrate students are not moving forward from left to right - they are counting down under the numbers. |
| MA.K.NSO.3.1 | Explore addition of two whole numbers from 0 to 10, and related subtraction facts. | 4 - Good Alignment | Did not find evidence for clarification number three. |
| 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. | 3 - Fair Alignment | Only one method is represented in the student edition. The clarification states they should be able to choose a method between a number line and number bonds. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Students are involved in problem solving and exploration. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Multiple ways are given prior to exploration. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | See above justification |

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| | <ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | Minimal information found regrading discussion within partners and groups. Whole group discussion has minimal guidance. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | 3 - Fair Alignment | For Kindergarten, there are minimal opportunities of this being asked of students. Some of the pages do not have this MTR included. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Some items apply to assessing reasonableness and lends itself to the discussion. Some of the items are given. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | Most problems relate to real-world situations. |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | 4 - Good Alignment | Students are asked to do this. However, there is no structure recommended for the teacher to follow to make sure all |

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| | | | students are doing this. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Teacher is reading word problems more than one time and encouraging students to read along. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Be Curious tasks lend itself to this. |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 3 - Fair Alignment | I see item analysis and common misconceptions and Common Error but not the Error Analysis. Can't find the Think About it! questions referred to several times throughout this section. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Evident through Practice and Reflect |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | No evidence of how to engage in discussion. Only see questions that prompt discussion. There are language objectives present in the lessons. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment | English Learner scaffolds are present in the teacher edition throughout lessons. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | See above justification. Also, SEL/Math Mindset seems to encourage self-reflection. |

| 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 of the Standards and Benchmarks were addressed. Some more than others. However, a few of the Clarifications were not addressed specifically. |
| 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 | I feel more exploration, choice of method and practice of reliable methods could be added. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The materials are useful for instruction. Teachers will need to modify to suit their classrooms and the rigor necessary for more than a year's worth of growth. Teachers do have choice to move between activity-based or guided exploration. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | There is not much room for students to explore their own thinking or the thinking of others on the student pages. This is important if students are going to fully grasp the information. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Most of the Benchmarks are covered to the complexity level stated. However, a few Clarifications are not. |
| 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 | See above justification. |

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| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>4 - Good Alignment</p> | <p>If all lessons are covered it would take 160 days. There are 180 days of school. This leaves little time for reteaching if all Standards are to be addressed.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>1 - Very Poor/No Alignment</p> | <p>Could not locate</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>1 - Very Poor/No Alignment</p> | <p>Could not locate</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>4 - Good Alignment</p> | <p>The content appears organized appropriately according to the links. However, I did find two links that did not align to the referenced lesson.</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>No evidence of bias or anything of inflammatory nature.</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>4 - Good Alignment</p> | <p>Content appears designed to emphasize the development and understanding of mathematics. There are opportunities for exploration.</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>Appears to be in Very good alignment. I found no inconsistencies or mistakes while reading through.</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>4 - Good Alignment</p> | <p>Exploration, Launch, Differentiation, Practice, Reflection, Exit tickets</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>4 - Good Alignment</p> | <p>All standards are addressed throughout the curriculum. Only a few clarifications were not addressed.</p> |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 3 - Fair Alignment | Graphics appear of minimal quality. Some graphics are questionable as to what they may be. Need more details on graphics for book version. Cannot speak too digital tools. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Most situations address connections to students that are meaningful. For example, the use of packing lunches. |
| 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 references to STEM careers. |
| 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 | Most of the graphics are objects or animals. The few children present are multicultural. |
| 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 | People and animals are portrayed in a positive light. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Standards are addressed, student exploration is an option, no evidence found of bias, materials are organized. |

| 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 use his/her own supplemental activities. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Materials appear in alignment |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | Personally, I found the organization of the content a little jumbled. Practices were one place and plans were another. |
| 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 are large and some are engaging. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | A few of the standards only have one lesson so all the information is set up to learn in that one section. The teacher will need to spiral review. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Videos, videos are captioned, tex to speech, highlighting, magnification and more. How much this helps a kindergarten student, I am not sure. |
| 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 | For the most part, the presentation of the materials would be engaging for a kindergarten student. Since the graphics are large, this would help them better locate what is needed as the teacher directs. |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Large visuals, colorful visuals, notice and wonder section, practice and reflection section. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Math Mindsets, Spiral Review, Reinforcement of Understanding, Extended Thinking, Transition to Explore and Develop, Lesson |

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| | | Objectives, Language Objectives |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Learning Targets, Lesson Objectives, Language Objectives, Learning progressions |
| 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 | Pose the Problem, Develop Math Activities and Exploration, Bring it together and Reflection |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Common Errors for developmental stages, English Learner scaffolds, Work Together Section |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Activity-based exploration, Launch, Language development, Reflection |
| 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 | Each lesson has an extended thinking section for workstation usage or online usage |
| 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 | Exploration, reflection, spiral review, Purposeful questions, Pose the Problem |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Practice builds fluency, Purposeful questions and reflection builds metacognition, effective teaching practices are notated |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Assessments are aligned with instructional tasks |
| 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. | 3 - Fair Alignment | Videos, speech to 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? | 4 - Good Alignment | Only two ELA expectations were within fair alignment. I feel the mathematical thinking practices could be elaborated upon. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | For the most part, the submission is in good alignment because certain elements are present. This does not mean those elements could not be elaborated on more efficiently. |

| 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 | Found no evidence to prove otherwise. |
| 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? | 4 - Good Alignment | The SEL is called Math Mindset on the digital links but in the book it is still SEL. |

Reviewer's Name: Carrie DeNote

Title: Florida Reveal Math, Grade K

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 409

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. | Those not explicitly named, elements of the research from The 5 Practices for Orchestrating Productive Mathematical Discussions and NCTM's 8 Teaching Practices are ever present. Each lessons begins with a Pose the Problem, an open-ended |

invitation into the mathematics. The students are encouraged to make sense of the math before entering into discussion with their peers or the teacher. The amount of routines that are included throughout also encourage discourse and sense-making in an appropriate way for kindergarten students. The routines vary from time to time which keeps things fresh but still routine. The teacher pages are very clear, easy to understand and useful for even a beginning teacher or long-term substitute to follow, making it a user-friendly program.

| 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 | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| MA.K.AR.2.1 | Explain why addition or subtraction equations are true using objects or drawings. | 5 - Very Good Alignment | Meets criteria. |
| MA.K.DP.1.1 | Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings. | 5 - Very Good Alignment | Meets criteria. |
| 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 | Meets criteria. |

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|------------------------------|--|-------------------------|-----------------|
| MA.K.GR.1.2 | Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares. | 5 - Very Good Alignment | Meets criteria. |
| 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 | Meets criteria. |
| MA.K.GR.1.4 | Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders. | 5 - Very Good Alignment | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| MA.K.NSO.1.1 | Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting. | 5 - Very Good Alignment | Meets criteria. |

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| MA.K.NSO.1.2 | Given a number from 0 to 20, count out that many objects. | 5 - Very Good Alignment | Meets criteria. |
| MA.K.NSO.1.3 | Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth." | 5 - Very Good Alignment | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| 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 | Meets criteria. |
| MA.K.NSO.3.1 | Explore addition of two whole numbers from 0 to 10, and related subtraction facts. | 5 - Very Good Alignment | Meets criteria. |
| 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 | Meets criteria. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | Multiple opportunities for students to explore the math prior to any teacher-led events. Students have opportunities to discussion with their peers or with the whole group. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. | 5 - Very Good Alignment | Every lesson begins with open-ended questions, giving students the opportunity to represent the answers in several different ways. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Because open ended tasks are provided and there are multiple solution paths, students can complete tasks fluently using a strategy that makes sense to them. |

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| | <ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. | 5 - Very Good Alignment | Every lesson provides an opportunity for students to share their thinking and talk about one another's thinking. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Routines encouraging students to find patterns are use frequently to start lessons. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Surpasses expectations. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 day objects are used throughout the lessons. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | The "Bring It Together" section of the lesson gives students a chance to explain and justify. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Math language routines are included to support this. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Surpasses expectations. |
| 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 | Surpasses expectations. I agree with the publisher comments here. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Surpasses expectations.. I agree with the publisher comments here. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Surpasses expectations.. I agree with the publisher comments here. |
| 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 | Surpasses expectations.. I agree with the publisher comments here. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Surpasses expectations.. I agree with the publisher comments here. |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|----------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Meets criteria. |

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| 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 criteria. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Surpasses criteria. Provides choice for teachers to use with their students to meet individual needs (choice of routines, choice in explore/guided within the lesson, etc). |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Surpasses criteria. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Surpasses criteria. |
| 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 | Surpasses criteria. Rigorous and yet still appropriate for Kindergarten 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 | Meets criteria. |
| 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 | Surpasses criteria. |
| 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 | Surpasses criteria. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | Meets criteria. |
| 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 | Meets criteria. |

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| 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 | Surpasses criteria. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | Meets criteria. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Surpasses criteria. The sheer number of routines that promote discourse is outstanding. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Meets criteria. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Surpasses criteria |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Surpasses criteria |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Surpasses criteria |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | Meets criteria |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 4 - Good Alignment | Meets criteria |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Surpasses criteria. |

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

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Surpasses criteria. The routines and the open ended activities meet this requirement. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Surpasses criteria. |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Surpasses criteria. Very clear in the teacher edition, including a very clear and precise Learning Progression. |
| 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 | Surpasses criteria. Encourages choice and discourse, two things that foster independence. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Surpasses criteria. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Surpasses criteria. |
| 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 | Surpasses criteria. |
| 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 | Surpasses criteria. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Surpasses criteria. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Surpasses criteria. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Surpasses criteria. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Surpasses criteria. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or | 5 - Very Good Alignment | Surpasses criteria. |

| | | |
|---|-------------------------|---------------------|
| 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 | Surpasses criteria. |

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

UDL Reviewer's Name: Gregory Ennen

Title: Florida Reveal Math, Grade K

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 409

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|----------------------------|----------|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | |
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | |

| | | |
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| Text-to-speech tools. | 1 - Very Poor/No Alignment | |
| All images have alt tags. | 1 - Very Poor/No Alignment | |
| All videos are captioned. | 1 - Very Poor/No Alignment | |
| Text, image tags, and captioning sent to refreshable Braille displays. | 1 - Very Poor/No Alignment | |

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

Bid Response

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|----------|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | |
| All navigation information can be sent to refreshable Braille displays. | 1 - Very Poor/No Alignment | |

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

Bid Response

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| Review | Rating | Comments |
|--|----------------------------|----------|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 1 - Very Poor/No Alignment | |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 1 - Very Poor/No Alignment | |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|--|----------------------------|----------|
| Bid Response <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 1 - Very Poor/No Alignment | |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| Bid Response <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
|--------|----------------------------|----------|
| | 1 - Very Poor/No Alignment | |

Reviewer's Name: Traci Bowling

Title: Florida Reveal Math, Grade 1

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 410

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.

This series does align with BEST standards. It does not provide all standards with adequate practice to show student mastery or success. The lessons are short and would require classroom teachers to

supplement. The digital platform is nice and can be navigated easily.

| 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. | 3 - Fair Alignment | Rigor is not there for the BEST standards |
| 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 | multiple opportunities for practice |
| MA.1.AR.2.1 | Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. | 4 - Good Alignment | meets BEST standard |
| MA.1.AR.2.2 | Determine and explain if equations involving addition or subtraction are true or false. | 4 - Good Alignment | multiple opportunities for practice |
| MA.1.AR.2.3 | Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position. | 4 - Good Alignment | meets BEST standard |
| MA.1.DP.1.1 | Collect data into categories and represent the results using tally marks or pictographs. | 2 - Poor Alignment | Not enough instruction - only 1 lesson on each |
| 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. | 2 - Poor Alignment | Not enough instruction - only 1 lesson on each |
| MA.1.FR.1.1 | Partition circles and rectangles into two and four equal-sized parts. Name the parts of the | 5 - Very Good Alignment | multiple opportunities for practice |

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| | whole using appropriate language including halves or 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 | multiple opportunities for practice |
| 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 | not many opportunities for practice |
| 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 | meets BEST standard |
| 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. | 3 - Fair Alignment | not many opportunities for practice |
| 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 | multiple opportunities for practice |
| MA.1.M.1.2 | Compare and order the length of up to three objects using direct and indirect comparison. | 4 - Good Alignment | meets BEST standard |
| MA.1.M.2.1 | Using analog and digital clocks, tell and write time in hours and half-hours. | 3 - Fair Alignment | not many opportunities for practice |
| 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 | not many opportunities for practice |

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| 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. | 3 - Fair Alignment | not many opportunities for practice |
| 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 | multiple opportunities for practice |
| 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 | multiple opportunities for practice |
| 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 | multiple opportunities for practice |
| MA.1.NSO.1.4 | Plot, order and compare whole numbers up to 100. | 5 - Very Good Alignment | multiple opportunities for practice |
| MA.1.NSO.2.1 | Recall addition facts with sums to 10 and related subtraction facts with automaticity. | 5 - Very Good Alignment | multiple opportunities for practice |
| 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 | multiple opportunities for practice |
| MA.1.NSO.2.3 | Identify the number that is one more, one less, ten more and ten less than a given two-digit number. | 4 - Good Alignment | meets BEST standard |
| MA.1.NSO.2.4 | Explore the addition of a two-digit number and a one-digit number with sums to 100. | 4 - Good Alignment | meets BEST standard |
| MA.1.NSO.2.5 | Explore subtraction of a one-digit number from a two-digit number. | 4 - Good Alignment | meets BEST standard |

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| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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. | <p>4 - Good Alignment</p> | <p>meets BEST standard</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>4 - Good Alignment</p> | <p>meets BEST standard</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> | <p>4 - Good Alignment</p> | <p>meets BEST standard</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. | 4 - Good Alignment | meets BEST standard |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. | 4 - Good Alignment | meets BEST standard |

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| | <ul style="list-style-type: none"> • 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 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>meets BEST standard</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | <p>4 - Good Alignment</p> | <p>meets BEST standard</p> |

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| | methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | meets BEST standard |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | meets BEST standard |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | meets BEST standard |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 4 - Good Alignment | meets BEST standard |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | meets BEST standard |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | meets BEST 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 | meets BEST standard |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | meets BEST standard |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | aligns with standards |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 3 - Fair Alignment | aligns to content but some standards are not at skill level needed for mastery |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | aligns with standards |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | aligns with standards |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 3 - Fair Alignment | some standards do not have complex or rigorous level |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 3 - Fair Alignment | some standards do not match all student abilities |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 3 - Fair Alignment | a few standards are not given adequate time or content |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 3 - Fair Alignment | this content has never been used before |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 3 - Fair Alignment | this content has never been used before |
| 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 | no contradictions or 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 | content is representative of mathematic theory |
| 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 free of mistakes |

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| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | content seems up to date with standards of practice |
| 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 |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | content is appropriate but some standards are not in depth |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | real life 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 | content would be meaningful to students |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | variety of diversity represented in portrayal of race and gender |
| 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 portrayed with compassion |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | the benchmarks are covered but there are some that are not covered in depth. |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | some standards will require teacher to prep other material |

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| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | components align with curriculum |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | organization flows |
| 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 would engage students |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 3 - Fair Alignment | some standards are not provided with enough content to ensure 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). | 3 - Fair Alignment | some standards are not provided with enough content to ensure student understanding |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | presentation has good visuals |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | materials look as if they would maintain motivation |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | several standards are focused on |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | outcomes are listed for all lessons |
| 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 standards/content does not have enough resources to be independent thinking |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | various activities planned |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | various activities engage students |
| 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 standards do not have enough activities |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | materials have strategies for targeted outcomes |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | instructional strategies are effective |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | strategies correlate with 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 with standards |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | several strategies and materials shown |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | mathematical thinking standards addressed |
| 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 | assessments and strategies are evident |

| Special Topics | Reviewer Rating | Rating Justification |
|--|-------------------------|--------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | yes they align |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No CRT materials |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | no social justice 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 | No SEL outside of subject area |

UDL Reviewer's Name: Gregory Ennen

Title: Florida Reveal Math, Grade 1

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 410

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|-----------------------|----------|
| Fonts: Type and size. Colors and background colors can be adjusted. | 4 - Good Alignment | |
| Background: High contrast color settings are available. | 4 - Good Alignment | |

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| Text-to-speech tools. | 4 - Good Alignment | |
| All images have alt tags. | 4 - Good Alignment | |
| All videos are captioned. | 4 - Good Alignment | |
| Text, image tags, and captioning sent to refreshable Braille displays. | 4 - Good Alignment | |

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

Bid Response

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| 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. | 4 - Good Alignment | |

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

Bid Response

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|--|--------------------|----------|
| Bid Response <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - Good Alignment | |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| Bid Response <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
|--------|--------------------|----------|
| | 4 - Good Alignment | |

Reviewer's Name: Emily Hancock

Title: Florida Reveal Math, Grade 1

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 410

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 generally well aligned to the B.E.S.T. benchmarks. |

| Standard | Description | Reviewer Rating | Rating Justification |
|-----------------------------|--|-------------------------|--|
| MA.1.AR.1.1 | Apply properties of addition to find a sum of three or more whole numbers. | 4 - Good Alignment | Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum. |
| MA.1.AR.1.2 | Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. | 4 - Good Alignment | Suitable instruction and practice. There are times where the DOK does not align to student practice. |
| MA.1.AR.2.1 | Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. | 3 - Fair Alignment | The concept is taught mostly through fact family practice with little student practice for missing addends. |
| MA.1.AR.2.2 | Determine and explain if equations involving addition or subtraction are true or false. | 5 - Very Good Alignment | Builds good conceptual understanding with adequate student practice. |
| MA.1.AR.2.3 | Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position. | 4 - Good Alignment | Meets the intent of the standard - would like to see more varied practice. |
| MA.1.DP.1.1 | Collect data into categories and represent the results using tally marks or pictographs. | 5 - Very Good Alignment | Meets intent of standard with good opportunities for student exploration. |

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| 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 | Includes error analysis. |
| 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 | Explicit instruction for each concept with overall practice at the end of the unit. |
| MA.1.GR.1.1 | Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | 4 - Good Alignment | Explicit instruction. |
| MA.1.GR.1.2 | Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons. | 4 - Good Alignment | Not a lot of student practice in student edition. |
| 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 | Good, explicit instruction of vocabulary. |
| 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 | Adequate coverage of the benchmark. |
| 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 | Would like to see error analysis with a measurement not starting on 0. |
| MA.1.M.1.2 | Compare and order the length of up to three objects using direct and indirect comparison. | 4 - Good Alignment | Good coverage of benchmark - could use more open ended responses. |

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| MA.1.M.2.1 | Using analog and digital clocks, tell and write time in hours and half-hours. | 3 - Fair Alignment | Missing the connection to semi circle. |
| 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. | 2 - Poor Alignment | Cursory coverage of the benchmark. |
| 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. | 3 - Fair Alignment | Basic coverage of the benchmark - does not include explicit connection to place value or skip counting.. |
| MA.1.NSO.1.1 | Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. | 4 - Good Alignment | Coverage is adequate - however there is an incorrect answer on page 43 for counting back. |
| 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. | 4 - Good Alignment | Although some links included here do not align. |
| 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. | 4 - Good Alignment | Would like to see more opportunities for decomposing numbers. |
| MA.1.NSO.1.4 | Plot, order and compare whole numbers up to 100. | 4 - Good Alignment | Adequate coverage of the benchmark. |
| MA.1.NSO.2.1 | Recall addition facts with sums to 10 and related subtraction facts with automaticity. | 3 - Fair Alignment | Reviews all available strategies. |
| MA.1.NSO.2.2 | Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability. | 3 - Fair Alignment | Reviews all available strategies. |

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| MA.1.NSO.2.3 | Identify the number that is one more, one less, ten more and ten less than a given two-digit number. | 4 - Good Alignment | Adequately covers the benchmark. |
| MA.1.NSO.2.4 | Explore the addition of a two-digit number and a one-digit number with sums to 100. | 4 - Good Alignment | Adequately covers the benchmark. |
| MA.1.NSO.2.5 | Explore subtraction of a one-digit number from a two-digit number. | 4 - Good Alignment | Adequately covers the benchmark. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Incorporates pieces of this MTR, but not fully encompassed often. |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 | Each unit begins with activity based exploration as well as multiple hands on/visual learning that occurs throughout the edition. |

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| | <ul style="list-style-type: none"> Express connections between concepts and representations. Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | Strategies are taught in isolation and do not provide students opportunities to choose the strategy. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Opportunities for analyzing errors and justifying reasoning. |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Evidence of student work with patterns, but missing opportunities to allow students to find relevant details or make logical plans.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>2 - Poor Alignment</p> | <p>Limited opportunities for assessing reasonableness, estimating, or using a benchmark.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>4 - Good Alignment</p> | <p>Good use of real world situations.</p> |

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| | <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | Multiple opportunities to justify/explain reasoning. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Word problems supported by graphics. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Questions are modeled and students are encouraged to ask their own questions. |
| 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 | Question prompts posted frequently to encourage reflection/discussion. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | I can statements set the expectations and instruction models criteria. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | Difficult to distinguish in a math 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 | Math terms are explicitly taught and teacher's edition includes ELL supports. |

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| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | Multiple opportunities throughout the lessons to communicate with peers. |
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| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | There is questionable horizontal alignment - some concepts appear to be taught in isolation. |
| 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 | More opportunities for open responses-higher order thinking skills would have increased this rating. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | There is an ease of use for teacher implementation/ |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | The unit that incorporates money needs additional instruction/supports/student practice. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 3 - Fair Alignment | More opportunities for open responses-higher order thinking skills would have increased this rating. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | Complexity is scaffolded and differentiated for 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 | The money unit needs additional time as well as attempts to build procedural fluency. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Authors hold appropriate credentials and expertise. |

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| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Authors hold appropriate credentials and expertise. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | No visual or typographical errors detected (except for incorrect answer previously cited) |
| 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 detected |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Instructional strategies align to instructional best practices. |
| 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 detected. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Instructional strategies align to instructional best practices. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Real world examples are included. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Content is appropriate to the age level |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Each lesson includes real life contexts. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 3 - Fair Alignment | The content would benefit from more 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. | 4 - Good Alignment | Representations appear to be inclusive. |

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| (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 | Good representation of people |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Good 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. | 4 - Good Alignment | Differentiation and routines are clearly outlined. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | There is an alignment in the tools |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | Consistent presentation of content - each unit has items in an expected place. |
| 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 | Text is supported by visuals |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | The unit on money could use additional practice - extended pacing. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Online resources assist this curriculum in meeting UDL. |

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| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | The curriculum appears to be well organized and easy to use. |
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| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Visual presentation and teacher directions on guidance engage learners in a variety of strategies. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Topics consistent with Florida Big Ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Teacher materials show the learning progression of the benchmark. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 3 - Fair Alignment | Materials could use more independent student practice materials |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Differentiation/Common Misconceptions/Differentiation provided. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Hands on and higher order thinking skills embedded. |
| 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 | Preteaching and extension are consistent with the presented 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. | 4 - Good Alignment | Effective strategies are evident. |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Best practices are evident. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Exit tickets/performance tasks included |
| 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 | Rubrics show student mastery and common misunderstandings |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | UDL is best represented in the online resource. |
| 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 | EE and MTRs are embedded into every lesson. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | In general the learning requirements are met or exceeded. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | No evidence of CRT |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No evidence of CRT |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No evidence of CRT |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment | Pieces of the teaching edition include components of SEL. |

Reviewer's Name: Christine Deubel

Title: Florida Reveal Math, Grade 2

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 411

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.

A wide variety of materials for teachers to access to maximize instruction through technology and hands-on activities. TE's are user friendly and sequential. The online component is extremely engaging. The

student sections are visual engaging yet not visual overwhelming with excessive amounts of work.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.2.AR.1.1 | Solve one- and two-step addition and subtraction real-world problems. | 4 - Good Alignment | aligns with benchmark clarifications 1-3, however majority of numerals used are below 30 and do not provide sufficient exposure to depth of standard, horizontal alignment with 2.NSO.2.3 only (could also have used 2.AR.2.2, 2.M.1.2, 2.MD.2.2, 2.DP.1.2) horizontal alignment to 2.NSO.2.2 not in B1G M document |
| MA.2.AR.2.1 | Determine and explain whether equations involving addition and subtraction are true or false. | 4 - Good Alignment | aligns with benchmark clarifications 1-3, multisyllabic words increase the independent readability level for students, vertical alignment with 2.NSO.2.3 instead of 2.AR.1.1 |
| MA.2.AR.2.2 | Determine the unknown whole number in an addition or subtraction equation, relating | 4 - Good Alignment | aligns with benchmark clarifications 1-3, |

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| | three or four whole numbers, with the unknown in any position. | | vertical alignment with 2.NSO.2.4 instead of 2.AR.1.1 |
| 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 | aligns with benchmark clarifications 1-2, develops from representation to abstract conceptualization, horizontal alignment with 2.NSO.1.1 instead of 2.NSO.1.2 |
| 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 | aligns with benchmark clarifications 1-2, horizontal alignment with 2.NSO.2.1 in B1G M |
| MA.2.DP.1.1 | Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units. | 4 - Good Alignment | vertical alignment with 1.DP.1.1 but not horizontal alignment with 2.GR.1.2 |
| MA.2.DP.1.2 | Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems. | 4 - Good Alignment | 2.DP.1.1 not horizontal or vertical alignment in B1G M |
| 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 | Vertical alignment matches B1G M |
| 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 | Vertical alignment matches B1G M |
| MA.2.GR.1.1 | Identify and draw two-dimensional figures based on their defining attributes. Figures | 4 - Good Alignment | Vertical alignment with 1.GR.1.2 but no |

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| | are limited to triangles, rectangles, squares, pentagons, hexagons and octagons. | | horizontal alignment with 2.FR.1.1 |
| MA.2.GR.1.2 | Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight. | 4 - Good Alignment | vertical alignment with 2.GR.1.1 instead of 2.M.1.1 or 2.DP.1.1 |
| MA.2.GR.1.3 | Identify line(s) of symmetry for a two-dimensional figure. | 4 - Good Alignment | vertical alignment with 2.GR.1.1 instead of 2.FR.1.1, 2.FR.1.2 or 2.M.2.1 |
| 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 | vertical alignment with 2.M.1.1 |
| MA.2.GR.2.2 | Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons. | 4 - Good Alignment | vertical alignment with 2.GR.1.2 |
| MA.2.M.1.1 | Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool. | 4 - Good Alignment | horizontal alignment with 1.M.1.1 in B1G M, |
| 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 | horizontal alignment with 2.M.1.1 instead of 2.NSO.2.3 or 2.AR.1.1 |
| MA.2.M.1.3 | Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units. | 4 - Good Alignment | horizontal alignment to 2.AR.1.1 in B1G M |
| MA.2.M.2.1 | Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til. | 4 - Good Alignment | vertical alignment with 1.M.2.1 but not horizontal alignment to 2.FR.1.1 in B1G M |

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| 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 | vertical alignment with 1.M.2.3 but not horizontal alignment with 2.NSO.2.3 or 2.AR.1.1 |
| MA.2.NSO.1.1 | Read and write numbers from 0 to 1,000 using standard form, expanded form and word form. | 4 - Good Alignment | Aligns with benchmark, benchmark focus in 1 unit , supporting benchmark in 5 units, vertical but not horizontal alignment with benchmarks |
| MA.2.NSO.1.2 | Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. | 4 - Good Alignment | Aligns with benchmark, benchmark focus in 3 units, 2.NSO.1.1 not a B1G M horizontal or vertical alignment benchmark |
| MA.2.NSO.1.3 | Plot, order and compare whole numbers up to 1,000. | 4 - Good Alignment | Aligns with benchmark clarifications 1-2, most numbers are in the lower hundreds, 2.NSO.1.2 is not a vertical or horizontal aligned benchmark |
| MA.2.NSO.1.4 | Round whole numbers from 0 to 100 to the nearest 10. | 4 - Good Alignment | Aligns with benchmark clarification, focus benchmark in one unit, not used as a supporting benchmark, 2.NSO.1.3 not a horizontal or vertical aligned benchmark |
| MA.2.NSO.2.1 | Recall addition facts with sums to 20 and related subtraction facts with automaticity. | 4 - Good Alignment | vertical but not horizontal alignment |

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| 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 | 2.NSO.2.4 is not a vertical or horizontal alignment |
| 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. | 4 - Good Alignment | 2.NSO.2.1 is not a vertical or horizontal alignment benchmark |
| 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 | 2.NSO.2.3 is not a vertical or horizontal aligned benchmark |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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 | Included in unit plans along with BEST benchmarks as essential learning |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, | 4 - Good Alignment | Included in unit plans along with BEST benchmarks as essential learning |

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| | <p>drawings, tables, graphs and equations.</p> <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Included in unit plans along with BEST benchmarks as essential learning |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. | 4 - Good Alignment | Included in unit plans along with BEST benchmarks as essential learning |

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| | <ul style="list-style-type: none"> Justify results by explaining methods and processes. Construct possible arguments based on evidence. | | |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Included in unit plans along with BEST benchmarks as essential learning |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Included in unit plans along with BEST benchmarks as essential learning |

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| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Included in unit plans along with BEST benchmarks as essential learning</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Planning for higher order thinking and math discourse</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>4 - Good Alignment</p> | <p>Fluency practice for benchmarks built into units</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>4 - Good Alignment</p> | <p>Academic struggle benefits students by making synaptic connections</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical discourse is a value added component of mathematics instruction</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>4 - Good Alignment</p> | <p>Develops growth mindset as mathematicians</p> |
| ELA.K12.EE.6.1 | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>4 - Good Alignment</p> | <p>Mathematical discourse is a value added component of mathematics instruction</p> |

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| 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 | Scaffolding for ELL students built into units |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | Developing a growth mindset in math overcomes many barriers that students face in mastering benchmarks |

| 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 | Curriculum aligns with B1G M 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 | not all vertical/horizontal alignments match supporting benchmarks |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Materials are adaptable to students needs and user friendly for classroom teachers |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Emphasis is placed on B1G M benchmarks |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | units align with benchmark clarifications within B1G 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 | Some reading passage contain multisyllabic words that readers may struggle with |
| 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 | Units are broken into teachable chunks |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | experts 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 | sources contribute to content |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | no typographical or visual errors were observed |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | no bias or contradictions were observed |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | no outdated concepts were observed |
| 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 nor inconsistencies were observed |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | methodology was 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 | not all horizontal and/or vertical benchmarks match the B1G M documents |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Appropriate content |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | measuring paintbrushes and sorting equipment in a PE closet might not be meaningful to students |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Integration of curriculum through STEM activities |

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| 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 was observed |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | No inhuman nor uncompassionate material was observed |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Overall, I thought the material presented was engaging for students and easy to use for teachers. |

| 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 | Learning Objectives clearly stated at beginning of lessons |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | B1G M alignment throughout 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 | Not all units align vertical and/or horizontal benchmarks to match B1G M |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | Some reading passages use multisyllabic words that increase the reading comprehension level |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | Gradual release is evident within structure of lessons |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, | 5 - Very Good Alignment | SWD/ESOL student accommodations are relevant |

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| including those with disabilities, to access and interact with the material. (For assistance refer to the answers 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). | 4 - Good Alignment | As a math coach, I liked the presentation of these adoption materials |

| Learning | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Lots of visuals and not an overwhelming amount of work at any time, exploration activities maintain student motivation |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | exploration activities develop mathematica skills |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | objectives and desired outcomes clearly stated at onset of units |
| 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 | choose your option allows students to own their learning |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | differentiation built into units |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | multiple modality activities engage all learners |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | extenstion activities built into lessons |

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| 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 | ELL Scaffolding and Differentiation activities support learners |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | ELL and SWD strategies support student learning |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | sequential lessons that include practice/reflect prior to assess |
| 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 | performance task and assessments allow teachers to assess mastery of benchmarks through multiple modalities |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | differentiation for all learners in units |
| 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 consistently planned within units |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Good alignment 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 | No CRT observed |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No CRT observed |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No CRT observed |

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| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | No SEL observed |
|--|-------------------------|-----------------|

UDL Reviewer's Name: Gregory Ennen

Title: Florida Reveal Math, Grade 2

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 411

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|-----------------------|----------|
| Fonts: Type and size. Colors and background colors can be adjusted. | 4 - Good Alignment | |
| Background: High contrast color settings are available. | 4 - Good Alignment | |

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| Text-to-speech tools. | 4 - Good Alignment | |
| All images have alt tags. | 4 - Good Alignment | |
| All videos are captioned. | 4 - Good Alignment | |
| Text, image tags, and captioning sent to refreshable Braille displays. | 4 - Good Alignment | |

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

Bid Response

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| 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. | 4 - Good Alignment | |

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

Bid Response

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|--|--------------------|----------|
| Bid Response <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - Good Alignment | |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| Bid Response <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
|--------|--------------------|----------|
| | 4 - Good Alignment | |

Reviewer's Name: Joseph Ratasky

Title: Florida Reveal Math, Grade 2

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 411

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall this looks like your typical elementary math textbook, especially on the student side. There is support for the teacher in content, with the MTRs, language development and math language development, various assessment opportunities,

etc. A positive is the existence of the Number Routines, the Ignite, and the Notice & Wonders. If utilized by the teacher, these can turn the work and thinking over to the students. Hopefully teachers read ahead to understand how these work and utilize with the students. A drawback would be that teachers could very easily just open the book without consulting with the teacher edition. There "appears" to be enough support, work, and practice for students just by opening the student edition, but students would miss out on the extra things that could make this publisher stand out. Support for teachers would definitely be needed if using these materials.

| 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 | Appears to meet the benchmark |
| MA.2.AR.2.1 | Determine and explain whether equations involving addition and subtraction are true or false. | 5 - Very Good Alignment | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Lesson 3-1 goes to 30, but students only need to work up to 25 in this benchmark |
| 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 | Appears to meet the benchmark |

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| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| MA.2.GR.1.1 | Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons. | 4 - Good Alignment | Lesson 12-2, could create misconception that squares are not rectangles |
| 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. | 2 - Poor Alignment | This lesson doesn't seem to categorize shapes, just finding attributes. Lesson 12-1, open figures are still 2-dimensional, they are just not closed and thus not polygons. Also does not include any examples with subcategories, for example squares are also rectangles and quadrilaterals |
| MA.2.GR.1.3 | Identify line(s) of symmetry for a two-dimensional figure. | 4 - Good Alignment | No examples showing multiple lines of symmetry in a figure |

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| 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 | Lesson 8-9 doesn't really bring in the idea of perimeter being equal length units placed around the outside, just counting the number of side lengths of a shape, whether the units are equal or not. |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |

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| 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 | Appears to meet the benchmark |
| MA.2.NSO.1.3 | Plot, order and compare whole numbers up to 1,000. | 5 - Very Good Alignment | Appears to meet the benchmark |
| MA.2.NSO.1.4 | Round whole numbers from 0 to 100 to the nearest 10. | 5 - Very Good Alignment | Appears to meet the benchmark |
| MA.2.NSO.2.1 | Recall addition facts with sums to 20 and related subtraction facts with automaticity. | 5 - Very Good Alignment | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark |
| 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 | Appears to meet the benchmark, would like to see counting up to subtract prior to regrouping |
| 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 | Appears to meet the benchmark, many different models for adding and subtracting |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | Many opportunities for this thinking and reasoning standard |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 for this thinking and reasoning standard |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Many opportunities for this thinking and reasoning standard |

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| | <ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | Many opportunities for this thinking and reasoning standard |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | Many opportunities for this thinking and reasoning standard |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Many opportunities for this thinking and reasoning standard |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 opportunities for this thinking and reasoning standard |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Multiple opportunities to engage in this practice |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Multiple opportunities to engage in this practice |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Multiple opportunities to engage in this practice |
| 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 | Multiple opportunities to engage in this practice |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | This is present in every lesson example |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | The opportunity for discussion is present in every lesson example |
| 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 | Support for ELL in every lesson example |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Support for ELL in every lesson example |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Overall a very good alignment, a few minor issues in geometry |

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|---|-------------------------|---|
| 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 | Written to the skill of 2nd grade benchmarks |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The opportunities are there for teachers to actively engage students |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Depending on what the teacher does in addition to what is printed in the student editions |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Aligns to the complexity |
| 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 | Aligns to the complexity of the 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 | From what I can tell, the time seems appropriate |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | very good alignment |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | very good alignment |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I did not see errors |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | I did not see 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 | Seems to align with other professional resources |

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| 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 mistakes |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Seems to align with other professional resources |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Context is not overly engaging, but typical for these types of math textbooks |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Context is not overly engaging, but typical for these types of math textbooks |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Context is not overly engaging, but typical for these types of math textbooks |
| 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 not a strong connection to other content areas, but still an opportunity for reading and writing |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Did not see a 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 | I did not see any examples of these |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Overall yes, in alignment |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | A teacher could teach straight from the teachers guide, however they would be missing opportunities for engagement with the MTRs by not preparing ahead of time with deeper questions |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Very good alignment |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Seems to be organized in the typical fashion for a textbook |
| 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 | I would say the readability is typical, nothing stands out to make it especially engaging in comparison to other textbooks |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | There is plenty of time allotted for all Units |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 2 - Poor Alignment | I did not see evidence for or against UDL, this wasn't addressed in the questionnaire from what I could see |
| 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 this looks like a typical elementary math textbook, and is set for in the typical manner. I don't see anything that stands out in the presentation for good or bad. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | I don't see anything especially motivating for students, if the teacher chooses to use things |

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| | | like the Number Routines and the What do you notice and wonder tasks then the opportunities are there. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Focused around the Areas of Emphasis |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Evident in the teacher guide |
| 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 again up to the teacher, the support is there if used |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | This is again up to the teacher, the support is there if used |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | If student engage in the hands on learning and use of manipulatives, 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 | Present in the teacher guides, must be utilized by the teacher |
| 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 is support for teacher with the strategies, models, etc. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Yes there is support for teacher with the strategies, models, etc. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | There are multiple opportunities for various assessment |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | There are multiple opportunities for various assessment |

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| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 2 - Poor Alignment | I did not see evidence for or against UDL, this wasn't addressed in the questionnaire from what I could see. There is support for Math Mindset and Language Learning |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Generous support in these areas |
| 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 | There is an overall good alignment in the are of 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 examples of this |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Did not see any examples of this |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Did not see any examples of this |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | Did not see any examples of this |

Reviewer's Name: Katrina Hutchins

Title: Florida Reveal Math, Grade 3

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 412

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 |
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| 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 | The actual standard is referenced for direct teaching in a very thorough manner but is also embedded into area and other problems (decomposing) throughout the material. |
| MA.3.AR.1.2 | Solve one- and two-step real-world problems involving any of four operations with whole numbers. | 4 - Good Alignment | Some of the supporting documents/lessons are not addressing the standard. They do help to build up to it but are not actually teaching word problems. The format for working through a two step word problem with the students includes a great graphic organizer. |
| MA.3.AR.2.1 | Restate a division problem as a missing factor problem using the relationship between multiplication and division. | 4 - Good Alignment | Fact Families and models of such are explained well and contain great visuals. |
| MA.3.AR.2.2 | Determine and explain whether an equation involving multiplication or division is true or false. | 4 - Good Alignment | Visuals of balancing sides of an equation on actual balances assist greatly with this material. |

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| 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. | 2 - Poor Alignment | This standard is taught only through fact families and while that may be part of the foundational teaching, it is not the depth of knowledge that this standard requires. |
| 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 lego visual of an alone buddy is great. Students are taught to recognize even and odd numbers by looking at their ones place. |
| MA.3.AR.3.2 | Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number. | 5 - Very Good Alignment | The activity of which doesn't belong as well as the venn diagram to teach multiples is phenomenal. |
| MA.3.AR.3.3 | Identify, create and extend numerical patterns. | 4 - Good Alignment | Finding patterns given a rule is taught well. The standard could go deeper by have students come up with the rule after looking at a set of numbers. |
| 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. | 3 - Fair Alignment | The inclusion of lessons with circle graphs doesn't correlate to this standard. |
| MA.3.DP.1.2 | Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems. | 5 - Very Good Alignment | Lessons are scaffolded perfectly to go from exploring and learning to |

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| | | | analyzing data to solve problems. |
| MA.3.FR.1.2 | Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times. | 5 - Very Good Alignment | Every piece of this standard is addressed thoroughly in its own lesson with effective visuals and examples. |
| 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 | Vocabulary and new forms are highlighted. More practice in standard, word numeral form, and word problem would help the lessons. |
| MA.3.FR.2.1 | Plot, order and compare fractional numbers with the same numerator or the same denominator. | 5 - Very Good Alignment | Resources for this standard went far beyond just the standards words of same numerator or same denominator |
| MA.3.FR.2.2 | Identify equivalent fractions and explain why they are equivalent. | 5 - Very Good Alignment | Instruction in number lines and with visuals allows students to see the equivalent fractions being referenced. |
| 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 | Visuals with definitions and real world examples and problems help to support this standard. |
| 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 | Material is great; more student practice on this standard would be helpful. |

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| 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 | Plenty of instruction to see lines of symmetry, draw lines of symmetry and even create pictures that have 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. | 5 - Very Good Alignment | Outstanding progress from understanding the concept of area for the first time and then moving to arrays and multiplication to solve. |
| 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 | Sentence type frames/blanks for the multiplication sentences would be beneficial to begin with as students learn this standard. |
| MA.3.GR.2.3 | Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula. | 3 - Fair Alignment | Word problems with area are addressed greatly more than those with perimeter. |
| 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 | Numerous pictures, real world problems and scaffolded questioning to instruct this standard. |
| MA.3.M.1.1 | Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature. | 5 - Very Good Alignment | Instruction, highlighted vocabulary words and great visuals were included in each area of measurement. |
| MA.3.M.1.2 | Solve real-world problems involving any of the four operations with whole-number | 5 - Very Good Alignment | Each area - volume, temperature, weight, and length is |

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| | lengths, masses, weights, temperatures or liquid volumes. | | addressed in its own lesson with relevant word problems using all four operations. |
| 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 | More content and instruction in time to the minute is needed. |
| MA.3.M.2.2 | Solve one- and two-step real-world problems involving elapsed time. | 3 - Fair Alignment | Not enough visuals and actual instruction in this standard before having the students work with the material. This is the first time that they work with elapsed time. |
| MA.3.NSO.1.1 | Read and write numbers from 0 to 10,000 using standard form, expanded form and word form. | 3 - Fair Alignment | A place value chart with names and digits would be helpful. There is not enough student practice for such a foundational standard. |
| 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 | Various lessons that support the standard are included as well as examples of how to decompose and compose. |
| MA.3.NSO.1.3 | Plot, order and compare whole numbers up to 10,000. | 4 - Good Alignment | Supporting lessons with this standard have very vague ties to it and instruction. |
| MA.3.NSO.1.4 | Round whole numbers from 0 to 1,000 to the nearest 10 or 100. | 5 - Very Good Alignment | Emphasis on number lines to help round correlates strongly with the standards. |

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| MA.3.NSO.2.1 | Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | Various ways to add and subtract including using the standard algorithm are addressed completely. |
| 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 | Arrays, equal groups, and the relationship between multiplication and division are taught well. |
| 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 | Standard is taught as well as shortcut hints to help students solve the 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 | Skip counting, fact families, and patterns are addressed strongly within the curriculum. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Strategies to teach the 4 operations in the context of numberless word problems as well as the students's ability to pose the problem support their analyzing of the content and engagement with the problem. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 4 - Good Alignment | The use of models and manipulatives |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>could be strengthened some in some of the content areas such as time, estimation and rounding, and certain parts of geometry.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Mathematical Fluency is addressed appropriately within the content and instruction and is sequential in topic as the students move through the year.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>4 - Good Alignment</p> | <p>Lesson 1 and 7 to the left are phenomenal for collaborative structures and accountable talk. The work together portion of some of the</p> |

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| | <ul style="list-style-type: none"> • 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. | | <p>lessons is great too. Some of the other lessons could use some enhancement in this area.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Overall structures and patterns are used in the curriculum. There are spots, however, where this could be strengthened mostly in the area of multiplication and division</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>5 - Very Good Alignment</p> | <p>Very strong emphasis on checking answers with inverse operations.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | In the majority of the areas real world contexts are used; there are a few topics where this could stand to be strengthened. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | This curriculum has a great emphasis on writing to explain. Students have to write to justify an answer or explain how they got an answer alone or with a partner in almost every lesson. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Text of middle of the road 3rd grade lexile readability is incorporated throughout every lesson. |

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| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>4 - Good Alignment</p> | <p>Performance tasks, problems requiring students to notice and wonder and find which one doesn't belong require inferencing at regular places within the curriculum.</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>Explain and Share, work together, and activity based exploration task reinforce the importance of collaboration and listening and speaking within groups.</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical syntax is required throughout the curriculum to be expressed in correct expressions numerically, with models, or with words.</p> |
| ELA.K12.EE.6.1 | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>3 - Fair Alignment</p> | <p>I do not see much evidence pointing to how voice or tone would be addressed within this curriculum.</p> |
| ELD.K12.ELL.MA.1 | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> | <p>5 - Very Good Alignment</p> | <p>English learner scaffolds are included in each lesson with suggestions for reinforcement of instruction based upon 3 different ELL student abilities</p> |

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| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | The language development sections, ELL ideas, and collaborative conversations of all students reinforce the requirements in this standard. |
| MA.3.FR.1.1 | Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts. | 4 - Good Alignment | I see plenty of opportunities for students to interpret unit fractions from the material. There does appear to be lacking opportunities for them to represent it on their own. |

| 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 large majority of standards were addressed fully within 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 | With a few exceptions, the curriculum met the depts of the standard and the 3rd grade level of the standards. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Materials have differentiation, digital components, ESE, and ELL materials on hand to use. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | The majority of the time the correlation between these areas for the students is evident. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Content matches the DOK level of the standards. |

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| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>Content matches where students should be at 3rd grade to meet the mastery of their standards.</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>4 - Good Alignment</p> | <p>A few areas did not have enough material or time allocated to them: time in particular was an area that was glaring.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>4 - Good Alignment</p> | <p>To the best of my knowledge they were correct.</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>The topics were engaging and relevant to students' lives.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>In my review I did not come upon a grammatical error or mathematical error.</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>No bias or inflammatory content was evident.</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>3rd grade math BEST standards were addressed overarchingly.</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>5 - Very Good Alignment</p> | <p>I did not come upon any mistakes in my review.</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>The material was as current as possible to match the next year's BEST standards.</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>5 - Very Good Alignment</p> | <p>All material was presented in context.</p> |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | The level and interest of the material would appeal to a 3rd grade student. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Examples of written real life scenarios and pictures that are real life as well were prevalent throughout the content. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Science, social studies, and ELA were integrated within the math curriculum seamlessly. |
| 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 see an areas of unfair or biased situations in regards to 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). | 5 - Very Good Alignment | All animals and humans were viewed with compassion and as having value. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | The benchmarks were covered within this curriculum with great alignment and fidelity. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | There is a plethora of resources for both students and teachers. |
| 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 within all pieces of the curriculum was correct. |
| 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 followed a structured format that will provide |

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| | | consistency for the classroom instruction. |
| 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 ELA material was at an appropriate lexile level and contained content with a high student interest level. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | This is true for the majority of the content. A few places such as instruction in time moved too quickly without enough material for mastery and a few areas had almost too much curriculum for a 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 | The digital component and other UDL resources help this curriculum to be accessible and adaptable to all students. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | Presentation of this curriculum will appeal to all stakeholders. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | This is not referenced or made evident |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | The majority of big ideas are appropriately addressed and grouped together correctly. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Each lesson clearly states the benchmark and the targets that the lesson will be addressing. |

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| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>4 - Good Alignment</p> | <p>The curriculum provides scaffolding, probing questions, question stems and more to assist with student support as they work through the material.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>5 - Very Good Alignment</p> | <p>Written, visual, and audio content are available. Manipulatives are used often and there is an entire part of the lesson addressing differentiation of content.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>4 - Good Alignment</p> | <p>Overall this is true, there are some areas where more visuals especially from real life would assist with engagement.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>5 - Very Good Alignment</p> | <p>I loved the collaborative structures incorporated throughout the lesson as well as the learning theory of I do, we do, you do to scaffold the work down to the student.</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>Again, the I do, we do, you do model of gradual release is obvious in the content of the lessons.</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>4 - Good Alignment</p> | <p>The majority of the lesson employ strategies that assist with mastery of content. There are a few strategies I didn't see in addition and subtraction that could be supplemented.</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Student practice and formative assessment is embedded throughout every lesson allowing the teacher to use assessment to drive her instruction.</p> |

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| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Assessment is done in observational records, exit tickets, verbal discussions and more |
| 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 and materials are readily available and accessible |
| 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 component of instruction was phenomenal with in the curriculum and the majority of the MTR standards were addressed as well. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Learning requirements are supported through out this 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 | Critical Race Theory was not observed in this content |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | This culturally reponsive teaching to CRT is ommitted. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Social Justice relating to CRT is ommitted |
| 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 | Social and Emotional Learning was not addressed in the content I viewed. |

Reviewer's Name: Shelly Miedona

Title: Florida Reveal Math, Grade 3

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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Edition: 1

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 412

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.

Curriculum begins with a "Math is" unit which is then developed throughout future units. Ample opportunities for students to do, speak, and manipulate the mathematics. Opportunities for teachers to develop their conceptual understanding

of mathematics and how to teach so that students develop conceptual understanding as opposed to algorithmic and procedural understanding. The content is appealing to students and user friendly for teachers. Includes online features to develop student and teacher mastery of content.

| 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 | student tasks strongly align to rigor |
| 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 | Student tasks and questions are all real world. Exposure to various DOK levels throughout each lesson. |
| 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 | Material matches rigor of standard |
| MA.3.AR.2.2 | Determine and explain whether an equation involving multiplication or division is true or false. | 5 - Very Good Alignment | Material matches rigor of standard |
| 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 matches rigor of standard |
| 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 | Materials match rigor and good level of DOK questions throughout |
| MA.3.AR.3.2 | Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number. | 5 - Very Good Alignment | Materials match rigor of standard and develop conceptual |

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| | | | understanding of multiplying by a multiple of 10 |
| MA.3.AR.3.3 | Identify, create and extend numerical patterns. | 5 - Very Good Alignment | Materials match rigor of standard good conceptual development of standard with items |
| 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 | Good higher order thinking questions to analyze the data presented in the 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. | 5 - Very Good Alignment | Questions are written to the depth of the standard with sufficient DOK 2 questions |
| MA.3.FR.1.2 | Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times. | 5 - Very Good Alignment | Connections to fractions and measurement using a number line and measuring cups |
| MA.3.FR.1.3 | Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form. | 5 - Very Good Alignment | Connections are made to FR.2.1 and not taught in isolation |
| MA.3.FR.2.1 | Plot, order and compare fractional numbers with the same numerator or the same denominator. | 5 - Very Good Alignment | Connections are made to FR1.3 and not taught in isolation |
| MA.3.FR.2.2 | Identify equivalent fractions and explain why they are equivalent. | 5 - Very Good Alignment | DOK level is addressed in all activities |
| MA.3.GR.1.1 | Describe and draw points, lines, line segments, rays, intersecting lines, | 5 - Very Good Alignment | Good connection to FR2.2 to this standard |

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| | perpendicular lines and parallel lines. Identify these in two-dimensional figures. | | |
| MA.3.GR.1.2 | Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. | 5 - Very Good Alignment | Defining attributes and students needing to explain are evident in activities |
| 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 | Good conceptual understanding of symmetry is developed |
| 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 | Good conceptual development of area |
| 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 | Good conceptual to abstract development of area and how to find the area. Beginning development of how to find area 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 | Good conceptual development using real world problems using irregular shapes |
| 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 | Good conceptual development using real world problems using irregular shapes |
| 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 | Good real world connections to measurement and the standard |

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| 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 | Good real world connections to solve problems and the use of models are encouraged to help solve |
| 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 | Elapsed time connected to using an open number line to solve |
| MA.3.M.2.2 | Solve one- and two-step real-world problems involving elapsed time. | 4 - Good Alignment | Not enough two step problems to solve, most are one 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 | Good development of conceptual understanding |
| 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. | 3 - Fair Alignment | Not enough development of pictorial representation present in the lesson. Goes from place value blocks to abstract using numbers and expressions |
| MA.3.NSO.1.3 | Plot, order and compare whole numbers up to 10,000. | 4 - Good Alignment | More use of place value blocks may be needed for some students and that was not evident in the lessons. |
| MA.3.NSO.1.4 | Round whole numbers from 0 to 1,000 to the nearest 10 or 100. | 5 - Very Good Alignment | Uses real world examples and use of the number line to develop more or less than half way to round |

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| MA.3.NSO.2.1 | Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | Good conceptual development using partial sums and differences to develop standard algorithm understanding |
| 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 | Good conceptual development using groups of objects, arrays, properties of multiplication including the distributive property |
| 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 | Good conceptual development using place value and decomposition of factors |
| 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 | Good conceptual development of the relationship of multiplication and division taught simultaneously |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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 | Throughout, students are encouraged to analyze problems and collaborate |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 content, students are encouraged to demonstrate understanding in multiple ways |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 students are encouraged to use multiple ways to demonstrate understanding and moving towards fluency |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Throughout the content students are encouraged to engage in mathematical discussions and analysis of information and reasoning</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Evidence of how students are encourage to look for and discuss mathematical patterns making connections</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Strong evidence of students assessing the reasonableness of solutions to problems</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Every lesson has real world examples to make connections and build on previous student experiences</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Strong evidence of students citing evidence and explaining and justifying their reasoning</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>Language Development with resources to develop the language of</p> |

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| | | | <p>mathematics is available at the start of every lesson in the TM. In addition, there is strong evidence of text throughout the curriculum. There are very few "naked" problems throughout.</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>Strong evidence. The Ignite and Be Curious activities fosters development of this benchmark</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>Every lesson begins with an exploration that fosters discourse as well as strategies throughout for teachers to encourage further discourse of the standard.</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>5 - Very Good Alignment</p> | <p>Each lesson contains a explore and develop with plenty of opportunity for students to practice new learning beginning with guided to independent.</p> |
| ELA.K12.EE.6.1 | <p>Use appropriate voice and tone when speaking or writing.</p> | <p>5 - Very Good Alignment</p> | <p>Students have ample opportunity to discuss mathematical content using appropriate voice and tone</p> |
| ELD.K12.ELL.MA.1 | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> | <p>5 - Very Good Alignment</p> | <p>Each lesson has a Language Development section and ELL scaffolding</p> |

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| | | | strategies for the teacher to foster ELL students to communicate their learning |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Every lesson begins with Be Curious activity and questions that foster collaborative discussions with peers. |
| MA.3.FR.1.1 | Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts. | 5 - Very Good Alignment | Good conceptual understanding of unit fractions |

| 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 fully with state standards and benchmarks |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 5 - Very Good Alignment | Content is at correct skill level and higher order thinking questions |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Very adaptable with multiple entry points and materials for differentiated instruction |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | good details for understanding |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Content matches the standard with sufficient levels of DOK questions |

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| 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 | Matches grade level and complexity |
| 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 | Good time frame to teach standards to mastery |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 3 - Fair Alignment | I was only able to locate one reference to NCTM cited. I searched for citation, research, etc. Research is stated and evident throughout, however I could not locate the citations. |
| 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 research is evident and referenced, just could not locate specific citations |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | I did see an error on some exit tickets where numbers were missing from the circle graph |
| 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 | Each lesson provided strong conceptual understanding for the students. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Accuracy of the conceptual understanding was evident. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Factually accurate in all areas |
| 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 current and relevant |

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| 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 at their grade level. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Real life situations were relevant and meaningful |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Authors do a good job using content that is meaningful and real world connections to science and social studies. |
| 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 use of 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). | 5 - Very Good Alignment | Humanity and compassion are taken into consideration of content |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | The benchmarks and standards are covered in this material |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | There could be more teacher suggestions to develop conceptual understanding of the standards. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Good alignment |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | Good organizational alignment |

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| 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 readability of the content with sufficient reading and listening and grade level appropriate |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | Good pacing |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Evident throughout and in 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). | 4 - Good Alignment | Presentation is at a good pace, with appropriate visuals |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Teacher has choices to help encourage motivation of material |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Evidence of teaching Big Ideas throughout |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Explicit instruction and suggestions for what to do if students are not successful |
| 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 grade level begins with "Math is" and fosters and develops that throughout the year |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Good evidence of guidance and support to differentiate |

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| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Each lesson provides teachers with activities to foster student participation and active engagement with the math |
| 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 are very well sequenced and encourage students to work with the mathematics |
| 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 | Each lesson provides explanation of strategies for teaching |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Effective targeted strategies are presented to teacher |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Strong evidence for differentiation, misconceptions and what to do next |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Multiple types of assessment are presented |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Evident in the UDL questionnaire |
| 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 application and opportunities for students to develop ELA and MTR standards/benchmarks |
| 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 | Submission satisfies learning requirements |

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

UDL Reviewer's Name: Lauren Proulx

Title: Florida Reveal Math, Grade 3

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 412

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Color and background colors could not be adjusted. |
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | No high contrast color settings were available and it did not work with my browser's high contrast setting. |

| | | |
|--|----------------------------|--|
| Text-to-speech tools. | 3 - Fair Alignment | Text to speech tool was available and easy to use. However, it did not work in full screen mode. |
| All images have alt tags. | 1 - Very Poor/No Alignment | No images had alt tags. |
| All videos are captioned. | 5 - Very Good Alignment | Videos were captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 5 - Very Good Alignment | Unable to test as I do not have a Braille display. |

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

Bid Response
Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There was no way to adjust the navigation elements in size. |
| All navigation elements and menu items have keyboard shortcuts. | 2 - Poor Alignment | I could move from certain lessons to the next lesson with the keyboard but this was not available for all features. |
| All navigation information can be sent to refreshable Braille displays. | 5 - Very Good Alignment | Unable to test as I do not have a Braille display. |

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

Bid Response
The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| Review | Rating | Comments |
|--|----------------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 5 - Very Good Alignment | Highlighters were provided in the four colors in an easy to find way. |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | I could not find where to extract the highlighted text. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 5 - Very Good Alignment | The note taking tools were provided within the text with some customizable options. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|--|-------------------------|--|
| Bid Response <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 5 - Very Good Alignment | I was able to run Text to Speech but was unable to test any of the others. |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| Bid Response <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
|--------|-------------------------|---|
| | 5 - Very Good Alignment | The publisher states print materials are available. |

Reviewer's Name: Lisa Figueroa

Title: Florida Reveal Math, Grade 4

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 413

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 Reveal math series by McGraw-Hill meets the requirements of the Florida BEST standards. It is presented in an engaging way and offers current math instructional strategies such as math routines, notice/wonder, exit tickets, setting classroom math

norms and posing discussions, providing learning progressions for each lesson and fluency checks and performance tasks along the way. I am impressed by the variety of authors who are current leaders in the math education industry. I could envision teachers across Florida feeling supported by what this series is offering. I would like to see it as an offering in our textbook adoption this year.

| 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 | several lessons address this benchmark, including connecting benchmarks |
| 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 | includes word problems for adding and subtracting fractions including mixed numbers |
| 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 | provides opportunities to review content previously learned |
| 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 | offers many ideas for approaching understanding |
| 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 | math probes offer student reflection on learning |
| MA.4.AR.3.1 | Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither. | 5 - Very Good Alignment | many opportunities for student practice |

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| MA.4.AR.3.2 | Generate, describe and extend a numerical pattern that follows a given rule. | 5 - Very Good Alignment | two lessons for standard also addressing 3 MTRs |
| 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 | use of appropriate denominators |
| 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 | median questions have odd numbered data sets |
| MA.4.DP.1.3 | Solve real-world problems involving numerical data. | 5 - Very Good Alignment | data involving decimals limited to hundredths |
| MA.4.FR.1.1 | Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100. | 5 - Very Good Alignment | good use of models and equations for tenths and hundredths |
| 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 | would like to see language "decimal fractions" in student book |
| 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 | plenty of number lines; good blank number line resource |
| MA.4.FR.1.4 | Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators. | 3 - Fair Alignment | it isn't clear how the benchmark fractions are taught |
| 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 | 5 - Very Good Alignment | opportunities to decompose even fractions greater than one |

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| | each decomposition with objects, drawings and equations. | | |
| 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 | plenty of modeling |
| 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 | visual models |
| 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 | keeping within the guidelines of multiplying wholes by fractions less than wholes |
| 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 | need more opportunities with reflex 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 | good practice with estimating and measuring angles |
| 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 pictures; use of variables to represent unknown angles |
| 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 | multi-digit not exceeding 3-digit by 2-digit for area |
| 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 | not involving conversion of units |

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| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | 4 - Good Alignment | need more non-linear scale examples of measuring |
| 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 | variety of conversions |
| 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 | good variety of word problems |
| MA.4.M.2.2 | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. | 4 - Good Alignment | good models, only one lesson |
| 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 | addresses 0-1,000,000; good blackline master available |
| 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 | good examples |
| MA.4.NSO.1.3 | Plot, order and compare multi-digit whole numbers up to 1,000,000. | 4 - Good Alignment | limited experience with scaled number lines |
| MA.4.NSO.1.4 | Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000. | 4 - Good Alignment | limited models for rounding |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | 5 - Very Good Alignment | great use of scaled number lines |
| MA.4.NSO.2.1 | Recall multiplication facts with factors up to 12 and related division facts with automaticity. | 3 - Fair Alignment | need more explicit instruction of strategies for finding 3, 7, 9 facts; there is more explicit |

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| | | | guidance for teachers provided for 12x, why not others? |
| 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 | good use of area model with proportioned dimensions (not just a window) |
| MA.4.NSO.2.3 | Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency. | 3 - Fair Alignment | only standard algorithm examples for "use an 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. | 5 - Very Good Alignment | in depth exploration of various models for division and the relationship of the remainder to the divisor |
| MA.4.NSO.2.5 | Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value. | 5 - Very Good Alignment | presents different ways to estimate |
| 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 | good use of scaled number lines |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths. | 5 - Very Good Alignment | good use of 100-chart models and money |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | many "math thinking" eliciting activities |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 multiple ways to solve problems throughout |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | fluency activities throughout are based on standard algorithms |

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|--------------------------------|--|-------------------------|--|
| | <ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. | 5 - Very Good Alignment | lots of opportunities for students to converse about thinking |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | throughout the text there are opportunities for discovering patterns in math |

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| | <ul style="list-style-type: none"> • Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | use of estimation to decide reasonableness |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 situations and visuals throughout the text |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | prompts to justify reasoning |

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|----------------------------------|--|-------------------------|---|
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | variety of levels of texts |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | inferences 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 | error analysis activities throughout; opportunities for conversations through notices and wonders |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | focus on quality work throughout |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | opportunities to converse about mathematical situations |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | each lesson provides ELL support |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | "Math is" mindset questions start conversations about how to communicate |

| 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 aligned with BEST standards |

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|---|-------------------------|---|
| 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 skill-level appropriate |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | materials effective for 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 | student text is detailed throughout; lessons for teacher covers the topics in-depth |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | complexity is in alignment with 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 | on target 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 | options for guided or activity-based exploration |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | many of the current ideas of teaching math are included |
| 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 | online tool for students is a plus |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I could not find mistakes |
| 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 | bias is not evident |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | series on target with current math strategies |

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| 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 could not find mistakes |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | includes math routines |
| 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 | word problems written as relevant real world situations |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | relatable for children |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | many real world topics |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | evidence of word problems related to other content areas |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | 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 | appropriate text |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | content of text aligns with BEST standards |

| Presentation | Reviewer Rating | Rating Justification |
|--|--------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | good blackline masters to support each lesson, but would need to be produced by teacher |

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| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | BEST standards are prevalent throughout |
| 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 starting with place value and understanding multiplicative relationships |
| 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 | pleasant and engaging visuals and word problems |
| 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 | planning guide offers reasonable pacing for each 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). | 4 - Good Alignment | e-toolkit good for accessing manipulatives and on-line text has read aloud feature |
| 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 satisfies the presentation component |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | pleasant and interesting visuals |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | addresses all of the BEST standards |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | each lesson has clear expectations |
| 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 lesson has an independent practice section after exploration |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | each section offers differentiated 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 | students have an active role 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 | activities are engaging and purposeful |
| 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 | current strategies are at the forefront |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | strategies used are based in current research |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | assessments are aligned to the standards |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | exit tickets for formative assessment; probes for pre-assessment; performance tasks and tests for 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 | differentiation addressed in each chapter |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | MTRs are evident throughout the text and multiple MTRs are addressed in each lesson |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | lessons have a variety of learning formats |

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

UDL Reviewer's Name: Lauren Proulx

Title: Florida Reveal Math, Grade 4

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 413

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|----------------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 1 - Very Poor/No Alignment | Color and background colors could not be adjusted. |
| Background: High contrast color settings are available. | 1 - Very Poor/No Alignment | No high contrast color settings were available and it did not work with my browser's high contrast setting. |

| | | |
|--|----------------------------|--|
| Text-to-speech tools. | 3 - Fair Alignment | Text to speech tool was available and easy to use. However, it did not work in full screen mode. |
| All images have alt tags. | 1 - Very Poor/No Alignment | No images had alt tags. |
| All videos are captioned. | 5 - Very Good Alignment | Videos were captioned. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 5 - Very Good Alignment | Unable to test as I do not have a Braille display. |

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

Bid Response
Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 1 - Very Poor/No Alignment | There was no way to adjust the navigation elements in size. |
| All navigation elements and menu items have keyboard shortcuts. | 2 - Poor Alignment | I could move from certain lessons to the next lesson with the keyboard but this was not available for all features. |
| All navigation information can be sent to refreshable Braille displays. | 5 - Very Good Alignment | Unable to test as I do not have a Braille display. |

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

Bid Response
The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| Review | Rating | Comments |
|--|----------------------------|---|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 5 - Very Good Alignment | Highlighters were provided in the four colors in an easy to find way. |
| Highlighted text can be automatically extracted into another document. | 1 - Very Poor/No Alignment | I could not find where to extract the highlighted text. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 5 - Very Good Alignment | The note taking tools were provided within the text with some customizable options. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|---|-------------------------|--|
| <p>Bid Response</p> <p><i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i></p> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 5 - Very Good Alignment | I was able to run Text to Speech but was unable to test any of the others. |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|--|--|--|
| <p>Bid Response</p> <p><i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i></p> | | |

| Review | Rating | Comments |
|--------|-------------------------|---|
| | 5 - Very Good Alignment | The publisher states print materials are available. |

Reviewer's Name: Laneie Taylor

Title: Florida Reveal Math, Grade 4

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 413

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 a strong curriculum that offers teachers a variety of resources to address the needs of all learners. It includes exploration of the benchmarks and plenty of practice for the students.

| 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 | Multiple lessons to cover this standard - multiplicative comparison lessons do not directly correlate to the benchmark. |
| 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 | Instruction is aligned. |
| 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 | Lessons are aligned to the benchmark. |
| 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 | Lessons are aligned to the benchmark. |
| MA.4.AR.2.2 | Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position. | 2 - Poor Alignment | This benchmark is only addressed within the context of multiplicative comparison. |
| MA.4.AR.3.1 | Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither. | 5 - Very Good Alignment | All components of this benchmark are addressed. |
| MA.4.AR.3.2 | Generate, describe and extend a numerical pattern that follows a given rule. | 5 - Very Good Alignment | The lessons addresses this benchmark. |
| 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 | Instruction is aligned to the standard. |

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| 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 | Instruction is aligned to the standard. |
| MA.4.DP.1.3 | Solve real-world problems involving numerical data. | 5 - Very Good Alignment | Instruction includes all components of the standard. |
| 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 | Instruction is aligned to benchmark through models. |
| 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 | The connection between decimals and fractions is highlighted for this benchmark. |
| 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 | This benchmark is address through models and number lines. |
| MA.4.FR.1.4 | Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators. | 2 - Poor Alignment | Equivalent fractions are only addressed by finding a common denominator. There are no opportunities for students to model fractions or plot, order, and compare them on a number line. |
| 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 benchmark is not addressed repeatedly for all components. There is limited opportunity to |

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| | | | demonstrate with objects. |
| 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 | Fractions are added and subtracted using models and number lines. |
| 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 | Instruction is aligned to the standard. |
| 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 | Lessons for this benchmark include a variety of lessons. |
| MA.4.GR.1.1 | Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex. | 5 - Very Good Alignment | Instruction aligns to the standard. |
| 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 | Instruction includes all components of the standard. |
| 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 | Instruction is aligned to the standard. |
| 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 | Instruction includes a variety of strategies. |
| 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 | Instruction aligns to the standard. |

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| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | 5 - Very Good Alignment | Lessons cover all components of the benchmark. |
| MA.4.M.1.2 | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 5 - Very Good Alignment | Instruction aligns to the benchmark. |
| 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 | Lessons are aligned to the benchmark. |
| 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 | Instruction is aligned to this benchmark. |
| MA.4.NSO.1.1 | Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right. | 5 - Very Good Alignment | Lesson addresses this benchmark using place value understanding. |
| 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 | Lesson addresses this benchmark using place value charts. |
| MA.4.NSO.1.3 | Plot, order and compare multi-digit whole numbers up to 1,000,000. | 5 - Very Good Alignment | Lesson is aligned to the standard in a variety of strategies for comparing numbers. |
| 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 | Lesson aligns to standards using a number line to round. |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | 5 - Very Good Alignment | This lesson uses number lines to address the benchmark. |

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| MA.4.NSO.2.1 | Recall multiplication facts with factors up to 12 and related division facts with automaticity. | 4 - Good Alignment | Lessons include context for an automaticity standard. Context may confuse some students that have automaticity of their facts but do not understand the problem. |
| 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 | This benchmark is covered through multiple lessons using multiple strategies. |
| 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 | "A" standard algorithm is singularly taught using "the" 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. | 5 - Very Good Alignment | This benchmark is covered through the use of multiple division strategies. |
| 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 | All components of this benchmark are addressed. |
| 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 | Models align instruction to this benchmark. |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths. | 5 - Very Good Alignment | Models are used to align to this benchmark. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Units/lessons include a variety of activities that align to this MTR. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | Units/lessons include a variety of activities that align to this MTR. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. | 5 - Very Good Alignment | Units/lessons include a variety of activities that align to this MTR. |

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| | <ul style="list-style-type: none"> Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Units/lessons include a variety of activities that align to this MTR. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | Units/lessons include a variety of activities that align to this MTR. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | Units/lessons include a variety of activities that align to this MTR. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | Units/lessons include a variety of activities that align to this MTR. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Instruction is aligned. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Instruction is aligned. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Instruction is 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 | Instruction is aligned. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Instruction is aligned. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Instruction is 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 | Instruction is aligned. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Instruction is 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 | Instruction is appropriate to the grade level 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 | Curriculum offers leveled activities for all benchmarks. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Materials are useful for classroom instruction. |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | A few benchmarks are covered in only one lesson. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Most lessons are written to the expectation of the benchmark. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | Content is appropriate to grade level. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | Lessons can be completed in an hour. |
| 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 for this curriculum are appropriate. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | Sources contribute positively to the curriculum. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Content is accurate. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Content is 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 | Content contains up to date best practices. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | Content is accurate. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | The content is up to date and aligned with current best practices. |

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

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Lessons include a variety 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 lessons in this curriculum reference other lessons and content. They are aligned. |

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| 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 organized appropriately. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 5 - Very Good Alignment | Videos and opportunities for reading occur throughout the curriculum. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | The pacing of the content is good and can be covered in 150 days. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | Supports are available to teachers and 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 | This curriculum satisfies presentation requirements very well. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Routines, stations, virtual learning, and activities lend to student engagement. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Curriculum is divided into units that cover big ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | All lessons include clear outcomes and information about the content. |
| 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 designed for gradual release. |

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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Learning styles and learner needs are address throughout each unit. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Lessons contain opportunities for students to explore 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 | Activities reflect the expectations of the benchmarks. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | Instructional strategies for most lessons are aligned to best practices. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | nstructional strategies for most lessons are aligned to best practices. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | Assessments are limited in the format of the 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. | 4 - Good Alignment | Formative assessments are appropriate. Summative assessments are limited in the format of their questions. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Aligned to UDL. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | This curriculum contains specific applications of these 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 | Satisfies learning requirements. |

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

Reviewer's Name: Tiffany Lo

Title: Florida Reveal Math, Grade 5

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 414

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This material far exceeded expectations to incorporate the new BEST Standards. It is obvious that the entire series of materials were organized to fulfill the BEST Standards entirely. These materials would enhance instruction in any classroom they

were included in. The only 4 areas the authors should change before considering distribution are: (1) Include more true ELL supports - Offering a 'Spanish' version is not the same thing as offering true ELL supports woven throughout each lesson. (2) Add more drawings and models to the lessons which only feature 1 - when you feature only 1- that means you are saying there is only 1 way that lesson can be understood or interpreted. Suggestion: Ask students to come up with fun ways they would illustrate the concept - Don't use adults- We all know what we are used to seeing. (3) Remove the SEL from the 'Math is...Mindset' sections of each lesson. (4) Add more ELA explanation/reasonings and citations to each lesson. Students in 5th grade are asked to cite their evidence or justification for everything to encourage critical thinking in all their other subjects. After these modifications are resolved, this would be an extremely valuable resource to have for both teachers and schools. It encourages creativity and engagement all learners.

| 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 | Evidence found in each link provided |
| 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 | Evidence found in each link provided. Visual models present. |
| 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 | Evidence found in each link provided. Visual models included. |

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| 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 | Evidence found in each link provided; exponents and additional nesting symbols were not found. |
| MA.5.AR.2.2 | Evaluate multi-step numerical expressions using order of operations. | 5 - Very Good Alignment | Evidence found in each link provided. Decimals did not exceed the hundredths place and expressions did not include fractions divided by fractions. |
| MA.5.AR.2.3 | Determine and explain whether an equation involving any of the four operations is true or false. | 4 - Good Alignment | Evidence found in Link #2, Unit 14 p.263. |
| 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 | Very minimal problems featuring Clarification #2: Problems include the unknown and different operations on either side of the equal sign. Most problems had the variable on the right side of the equal sign. |
| 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 | Evidence found in the links provided. |
| 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 | Evidence found in the links provided. |
| 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 | Evidence found in links provided. Explicitly taught in 13-4. |

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| 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 | Impressive alignment - Especially 226B 'Mean It' - fulfilling Clarification #1 |
| 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 | Explicit instruction provided using varying visual representations. |
| MA.5.FR.2.1 | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability. | 3 - Fair Alignment | Manipulatives, drawings, and other visuals incorporated into instruction. Did not see estimation [Clarification #1]. |
| 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 | Evidence found in the links provided. |
| 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. | 3 - Fair Alignment | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 10 p.91 - Does feature ELA standards requiring students to explain their rationale. |
| 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. | 3 - Fair Alignment | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 11 p.153 - Does feature ELA standards requiring students to explain their rationale. |

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| 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 | Evidence found in links provided. |
| 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 | Evidence found in links provided. |
| 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 | Evidence found in links provided. |
| 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 | Evidence found in links provided. Standard explicitly taught. |
| 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 | Evidence found in links provided. Standard explicitly taught. |
| 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 | Evidence found in links provided. Standard explicitly taught, i.e. fish tank on p.52 Lesson 5. |
| 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 | Evidence found in the links provided. Explicit instruction found. |
| 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 | Evidence found in the links provided. Explicit instruction found. |

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| 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 | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars and a few containers. |
| MA.5.M.2.1 | Solve multi-step real-world problems involving money using decimal notation. | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars. |
| 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 | Evidence found in the links provided. Explicit instruction found. |
| 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 | Evidence found in the links provided. Explicit instruction found. Good opening lesson for 3-3 and the scale. |
| 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. | 2 - Poor Alignment | Very minimal decomposition using objects and/or drawings. |
| MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths. | 5 - Very Good Alignment | Very good use of multiple drawings to vary instruction of this standard. |
| 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 | Evidence found in links provided. |
| MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | Evidence found in links provided. |

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| | | | Standard applied in different lessons. |
| 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 | Evidence found in links provided. Standard applied in different lessons. |
| 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 | Evidence found in links provided. Standard applied in different lessons. |
| 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 | Evidence found in links provided. Standard applied in different lessons. Very good use of models and drawings to enhance understanding of different learning styles. |
| 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. | 3 - Fair Alignment | Focus is primarily on using decimal grids for this standard. More model variations would help varying student learning styles. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | 'Be Curious' and 'Ignite' fulfill this standard completely. |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | There are some lesson sections that need additional models/drawings added in order to ensure appeal and understanding to all learners. *Mentioned specifically in comments with the non-MTR Standards. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 use of incorporating problems from previous lessons in each subsequent lesson in order to achieve fluency. |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Evidence throughout the Teacher's Manual of encouraging deep mathematical discussions and problem-solving.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Very good use of repeating the idea of patterns throughout each lesson - especially the sections 'Reinforce Understanding,' 'Build Proficiency,' and 'Extend Thinking'</p> |

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| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>It would be more effective to have this standard featured as part of every lesson. There was one lesson which used ELA strategies and had students explain their reasoning. There should be more of that - oral is good but writing should be continued to be encouraged to help students process whether or not something is reasonable. Ex. Why do you know that 180in/ 9in cannot equal 20ft? It encourages independent thinking and analysis.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Evidence interwoven throughout each lesson.</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>3 - Fair Alignment</p> | <p>Evidence found in the links provided. For it to be BEST Standard appropriate, it should</p> |

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| | | | be featured in every lesson in order to encourage cross-curricular practice and learning. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Evidence found in the links provided and throughout the entire text. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Very good incorporation of this standard. Ignite! had me thinking and wondering too. |
| 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 | Evidence found in the links provided and throughout the text. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Evidence found in the links provided and throughout 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. | 5 - Very Good Alignment | Very good incorporation of ELL supports throughout the text and supplements. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 2 - Poor Alignment | This appears disjointed in relation to the rest of the lesson in regards to ELLs. It needs to be better applied/(more relatable to ELLs) to the lessons in order to have more of an impact. |

| 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 | Evidence found in the links provided. |
| 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 | Evidence found in the links provided. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 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 | Evidence found in the links provided. |
| 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. |

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| 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 | Evidence of objectivity only. |
| 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 | Evidence found in the links provided. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | No mistakes or inconsistencies found in the materials provided. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Ideally would like to see a few additional drawings/models as specifically indicated for certain lessons [See Standards comments section] |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Evidence found throughout each lesson. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Evidence found throughout 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 | Evidence found throughout each lesson. |
| 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 | Honorable portrayal of all beings throughout the materials. |

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| 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 | Evidence found throughout each lesson. |

| 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 | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking, and Digital Games |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Evidence found throughout each lesson. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking. |
| 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 | Evidence found throughout each lesson. |
| 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 | Evidence found throughout each lesson. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | Evidence found throughout each lesson. |

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| 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 | Evidence found throughout each lesson. |
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| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Evidence found throughout each lesson. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Evidence found throughout each lesson. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Evidence found throughout each lesson of direct 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 | Evidence found throughout each lesson. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Evidence found in each lesson with the: Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Evidence found throughout 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 | Evidence found throughout each lesson; Very engaging as I progressed through the review, I wanted to start solving questions or responding to prompts. |
| 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 | Evidence found throughout each lesson. |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | ELL Supports need a little more work to become more engaging. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Evidence found throughout each lesson. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Evidence found 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 | Evidence found throughout each lesson. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | It is applicable, yet should be increased throughout each lesson to be more beneficial and impactful. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 5 - Very Good Alignment | Yes, the submission satisfies the LEARNING requirements set forth by all of the new 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 | CRT not found in the materials. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes, omitted. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes, omitted. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment | Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson. Refer to their |

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| | | <p>comment in the 'Standards' section of this review: "The Be Curious activity always includes a Math is... Mindset question that asks students to think about social and emotional learning competencies, including relationship skills and social awareness. Throughout the program, for example: Lesson 3-3 (Volume 1, pp. 71A–74C) Lesson 5-2 (Volume 1, pp. 139A–142C) Lesson 8-3 (Volume 2, pp. 11A–14C) Lesson 11-3 (Volume 2, pp. 137A–140C) Lesson 14-1 (Volume 2, pp. 247A–250C)"</p> |
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UDL Reviewer's Name: Jason Rhodes

Title: Florida Reveal Math, Grade 5

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 414

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
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| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Font size can be adjusted in the platform. There are no built in options to change font style or color. 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. | 2 - Poor Alignment | The platform doesn't have any built in tools to adjust font colors, backgrounds, or contrast settings. 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. |

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| Text-to-speech tools. | 5 - Very Good Alignment | The platform has a built in text-to-speech tool that includes speed and volume controls. The tool can be used to read the whole page, or used to read a selection of text. |
| All images have alt tags. | 2 - Poor Alignment | Alt text does not appear when the mouse is hovered over an image, or when the image is clicked on and enlarged. |
| 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

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 2 - Poor Alignment | This feature is not available on the platform. 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. | 1 - Very Poor/No Alignment | While there is a Table of Contents that allows easy navigation through the platform, there are no keyboard shortcuts available in the platform. |
| 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

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | Highlighted text and annotations are automatically copied and gathered in their own menu page. Highlights and notes are sorted by page order. There is an option to export all highlights. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Students can add notes and annotations by selecting text. The text is underlined on the platform to indicate a note exists, and the notes are stored in their own menu, sorted by page. |

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

Bid Response

Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.

| 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. I also tested the on-screen keyboard and speech to text tool built into Mac computers. |

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response

Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Student Edition (print book) Student Practice Book (print book) Spanish Student Edition (print book) Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)

| Review | Rating | Comments |
|--------|--------------------|---|
| | 4 - Good Alignment | Publisher offers paper based materials that match the online workbooks in both English and Spanish. Online PDF versions can also be printed out I needed. |

Reviewer's Name: Stephanie Sharrer

Title: Florida Reveal Math, Grade 5

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 414

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.

Most of the lessons are aligned to benchmarks and include some nice strategies and structures to engage students in mathematical thinking. It has too much gradual release that prevents students from

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| | thinking and creating meaning on their own at times. |
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| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | not all of these lessons linked align to the given benchmark, however, the ones that do includemulti-step problems, include interpreting the remainder, focus on understanding what is happening in the problem |
| 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 | word problems involving operations with fractions, include models and some equations |
| 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. | 3 - Fair Alignment | uses models to divide whole numbers by unit fractions and unit fractions by whole numbers, but then goes into the "trick" without giving too much explanation |
| 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 | gives practice relating expressions to written words and written words to expressions |

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| MA.5.AR.2.2 | <p>Evaluate multi-step numerical expressions using order of operations.</p> | <p>4 - Good Alignment</p> | <p>gives practice evaluating expressions with parentheses and operations, including a few with fractions and decimals</p> |
| MA.5.AR.2.3 | <p>Determine and explain whether an equation involving any of the four operations is true or false.</p> | <p>2 - Poor Alignment</p> | <p>this lesson tries to incorporate the old comparative relational thinking as more of a strategy to determine if equations are true and has students fill in missing terms, instead of just determining whether the equation is true or false by solving the sides</p> |
| MA.5.AR.2.4 | <p>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.</p> | <p>3 - Fair Alignment</p> | <p>many of the linked lessons do not relate to the benchmark, but the one that does gives some practice writing equations with a variable for the unknown and solving for the unknown</p> |
| MA.5.AR.3.1 | <p>Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.</p> | <p>3 - Fair Alignment</p> | <p>practice writing rules for patterns and determining next terms; does not seem to ask what a specific term in the pattern would be</p> |
| MA.5.AR.3.2 | <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p> | <p>3 - Fair Alignment</p> | <p>input output tables, but no missing terms on the table to fill in the blank like in the B1G-M</p> |

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| MA.5.DP.1.1 | <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p> | <p>3 - Fair Alignment</p> | <p>No practice with decimals to the hundredths</p> |
| MA.5.DP.1.2 | <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p> | <p>3 - Fair Alignment</p> | <p>sometimes there is good real-world data to help students understand the real meaning of mean as shown in the clarification and example of the benchmark, but other times it just asks to calculate the mean of a random list of numbers, bringing no meaning to the calculation</p> |
| MA.5.FR.1.1 | <p>Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.</p> | <p>2 - Poor Alignment</p> | <p>the context problems relate dividing a whole number by a whole number to multiplying a whole number times the reciprocal of the other number, which doesn't bring meaning to the relationship between division and fractions</p> |
| MA.5.FR.2.1 | <p>Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | <p>4 - Good Alignment</p> | <p>good estimation lesson; good use of visuals to support addition and subtraction of fractions with unlike denominators</p> |
| MA.5.FR.2.2 | <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | <p>4 - Good Alignment</p> | <p>good use of models to support the math</p> |

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| 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. | 3 - Fair Alignment | only taught in one lesson; not really included in the other lessons its mentioned as a connecting benchmark is |
| 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. | 3 - Fair Alignment | doesn't bridge connections between the models and properties of operations to help students understand what dividing fractions means |
| 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. | 2 - Poor Alignment | discusses types of triangles and quadrilaterals, but does not have enough practice with classifying them into categories based on their characteristics |
| 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. | 2 - Poor Alignment | discusses 3-D figures, but does not give a lot of practice with students classifying based on characteristics |
| 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 | practice with perimeter and area with fractional and decimal side lengths |
| 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 | opportunities to explore volume with packing with unit cubes |

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| 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 | some connections between the visual and formula but the visual practice is not necessarily sufficient |
| 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 | composite figures, real-world problems present |
| 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. | 3 - Fair Alignment | discusses ordered pairs and their meaning, but does not address that the x-axis and y-axis are just number lines |
| 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 | plotting points and analyzing data |
| 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 | multi-step conversion problems |
| MA.5.M.2.1 | Solve multi-step real-world problems involving money using decimal notation. | 4 - Good Alignment | multi-step decimal problems |
| 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 | 10 x's and 1/10 relationship with whole numbers and decimals |
| 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 | expanded form and word form of decimals |

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| 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 | no manipulatives to support the learning like on the B1G-M instructional tasks and items |
| MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths. | 2 - Poor Alignment | minimal plotting decimals on a number line |
| 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 | rounding but not using a lot of place value knowledge or number lines |
| MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |
| 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. | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the 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. | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |

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| MA.5.NSO.2.4 | <p>Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.</p> | <p>2 - Poor Alignment</p> | <p>does not focus on exploring and using estimating</p> |
| MA.5.NSO.2.5 | <p>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</p> | <p>4 - Good Alignment</p> | <p>good opportunities to build connections in multiplying and dividing by one-tenth and one-hundredth</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>good amount of opportunities</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>good amount of opportunities</p> |

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| | <ul style="list-style-type: none"> • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 opportunities |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | good amount of opportunities |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>good amount of opportunities</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>great lessons on estimating, however, estimation is not regularly revisited when a standard algorithm is used</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>3 - Fair Alignment</p> | <p>some opportunities for real-world meaningful problem solving</p> |

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| | <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | | |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | good amount of opportunities |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | good amount of opportunities |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 3 - Fair Alignment | some opportunities |
| 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 | good amount of opportunities |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 3 - Fair Alignment | some opportunities |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | some opportunities |
| 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 | good amount of opportunities |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | SEL is classified as "unsolicited" below |

| Content | Reviewer Rating | Rating Justification |
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|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | most benchmarks are well aligned to the lessons, but some are lacking with the examples and clarifications in mind |
| 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 | most and at the correct level |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 3 - Fair Alignment | a little too much gradual release that would need to be adapted to allow students to be problem solvers and solve problems in multiple ways instead of just in 1 way shown in the lesson |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | some lessons do not have sufficient details, explanations, and examples |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 3 - Fair Alignment | some lessons match the level of the benchmarks but not all |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | some times |
| 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 times |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | good use of sources |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | good use of sources |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | no errors seen |

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| 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 seen |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | good strategies and models shown for the most part, but some times there is not enough |
| 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 seen |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | no issues seen |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 3 - Fair Alignment | some contexts are more relevant than others |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | most seem relevant |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | some connections are 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 | some interdisciplinary connections made |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | no bias seen |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | no issues seen |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | mostly |

| 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 may need to supplement but will not have to redesign all content |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | seem to align pretty well |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | some ordering makes sense but others should be readjusted |
| 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 | seem to be decently 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 times the content is well chunked but other times the content is too much at one point |
| 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 | tools available to help student groups |
| 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 | pretty good at meeting the presentation requirements |

| Learning | Reviewer Rating | Rating Justification |
|---|--------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | allow students to be decently motivated |

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| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 3 - Fair Alignment | sometimes they are thoroughly taught |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | clear statements of information and outcomes available |
| 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 | allow for some independency but other times provides too much gradual support |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | adaptable to all learners |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | some engagement during the learning process by incorporating discussions and other techniques |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 4 - Good Alignment | good organization of content |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment | good strategies used for the most part to help students be successful |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | good strategies used for the most part to help students be successful |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | decent correlation |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | good opportunities for assessing |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | strategies and materials provided to meet the needs of different students |

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| 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 opportunities for most |
| 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 pretty good 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 | not seen |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | not seen |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | not seen |
| 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 SEL content and strategies incorporated |

Reviewer's Name: Alison Brannack

Title: Florida Reveal Math, Grade 3 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade 3 Accelerated Mathematics](#)

Bid ID: 415

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.

Florida Reveal Math is standards based. The content is presented in an appropriately paced manner that is grade level appropriate with scaffolded strategies for all learners. The materials include hands on

activities and those that provide opportunities for critical thinking and inquiry based lessons.

| 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 | Many lessons focused on applying the distributive property with multiplying 1 to 2 digit numbers |
| 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 | Real world problems embedded in lessons with varied ways to solve |
| 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 | Multiple opportunities for students to work on restating division problems into an unknown number equation |
| MA.3.AR.2.2 | Determine and explain whether an equation involving multiplication or division is true or false. | 5 - Very Good Alignment | Opportunities embedded to identify what makes a statement true and then to analyze equations as 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 | Opportunities to determine an unknown number |

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| 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 | Explicit instruction on identifying even and odd numbers |
| MA.3.AR.3.2 | Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number. | 5 - Very Good Alignment | Explicit instruction provided on multiples of a number |
| MA.3.AR.3.3 | Identify, create and extend numerical patterns. | 5 - Very Good Alignment | Opportunities to analyze and continue numerical 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 | Opportunities to work with pictographs, bar graphs, line plots, & tables |
| MA.3.DP.1.2 | Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems. | 5 - Very Good Alignment | Many opportunities to interpret data in pictographs, bar graphs, etc |
| MA.3.FR.1.1 | Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts. | 5 - Very Good Alignment | Representing and interpreting fractions across multiple lessons |
| MA.3.FR.1.2 | Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times. | 5 - Very Good Alignment | Representing and interpreting fractions across multiple lessons |
| MA.3.FR.1.3 | Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form. | 5 - Very Good Alignment | Varied opportunities to read and write fractions in multiple forms |
| MA.3.FR.2.1 | Plot, order and compare fractional numbers with the same numerator or the same denominator. | 5 - Very Good Alignment | Comparing fractions is included in multiple lessons |

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| MA.3.FR.2.2 | Identify equivalent fractions and explain why they are equivalent. | 5 - Very Good Alignment | Opportunities to analyze and compare equivalent fractions embedded with number lines, etc. |
| 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 | Provides opportunities to identify, describe, and draw line segments, lines, etc. |
| MA.3.GR.1.2 | Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. | 5 - Very Good Alignment | Provides opportunities to identify and draw quadrilaterals |
| 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 | Provides opportunities to draw lines of symmetry & identify symmetrical figures |
| 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 | Provides opportunities to find the area of 2D figures |
| 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 | Provides opportunities to find area using models & multiplication formula |
| MA.3.GR.2.3 | Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula. | 5 - Very Good Alignment | Provides opportunities to solve area & perimeter problems using models & formula |
| 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 | Provides opportunities to solve real world problems using area and perimeter |

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| 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 | Provides opportunities to select appropriate measurements & to measure items |
| 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 | Provides opportunities to measure mass, weight, and volumes |
| 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 | Provides opportunities to tell and write time |
| MA.3.M.2.2 | Solve one- and two-step real-world problems involving elapsed time. | 5 - Very Good Alignment | Provides opportunities to calculate elapsed time |
| 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 | Provides opportunities to read & write numbers in multiple forms |
| 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 | Provides opportunities to decompose and compose numbers using manipulatives, drawings, and expressions |
| MA.3.NSO.1.3 | Plot, order and compare whole numbers up to 10,000. | 5 - Very Good Alignment | Opportunities to compare and order numbers included across several lessons |
| MA.3.NSO.1.4 | Round whole numbers from 0 to 1,000 to the nearest 10 or 100. | 4 - Good Alignment | Provides opportunity to round whole 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 | Provides opportunities to add and subtract; |

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| | | | standard algorithm included |
| 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 | Provides lessons and practice with multiplying whole numbers & related division facts |
| 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 | Provides opportunities to work with procedures for multiplying multiples |
| 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 | Provides opportunities to multiply and divide two numbers up to 12 |
| 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 | Provides real world scenarios to work with adding or subtracting fractions |
| 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 | Provides opportunities to define what makes an equation true or false; opportunities to determine if equations are true or false |
| 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 | Provides opportunities to work with unknown numbers |
| 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 | Provides opportunities to determine if a number is prime or composite; standard is covered but could use more explicit |

| | | | instruction on this standard |
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| MA.4.AR.3.2 | Generate, describe and extend a numerical pattern that follows a given rule. | 5 - Very Good Alignment | Provides opportunities to work with numerical rules & patterns |
| 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 | Provides opportunity to model fractions |
| 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 | Provides opportunities to work with equivalent fractions & for students to describe relationship between numerator & denominator and the equivalent fraction |
| 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 | Provides opportunities to order & compare fractions |
| 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 | Provides opportunities to decompose mixed numbers & fractions using equations, drawings, & objects |
| 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 | Adding & subtracting fractions in multiple lessons; adequate practice included |
| 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 | Provides opportunities to add equivalent fractions |

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| 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 | Provides opportunities to identify & classify 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 | Multiple opportunities to measure angles; estimation & use of 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. | 5 - Very Good Alignment | Provides opportunities to solve real world problems with angle measurements |
| 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 | Provides opportunities to solve real world area & perimeter problems |
| 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 | Provides opportunities to solve area & perimeter problems with the same areas & different perimeters & vice versa |
| 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 | Opportunities to read & write numbers in multiple forms provided |
| MA.4.NSO.1.3 | Plot, order and compare multi-digit whole numbers up to 1,000,000. | 5 - Very Good Alignment | Provides opportunities to compare & order numbers |
| 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 | Provides opportunities to round numbers to various place values |

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| MA.4.NSO.2.1 | <p>Recall multiplication facts with factors up to 12 and related division facts with automaticity.</p> | <p>4 - Good Alignment</p> | <p>Provides opportunities to multiply & divide numbers</p> |
| MA.4.NSO.2.2 | <p>Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.</p> | <p>5 - Very Good Alignment</p> | <p>Provides opportunities to multiply using various strategies including partial products & standard algorithm</p> |
| MA.4.NSO.2.5 | <p>Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.</p> | <p>4 - Good Alignment</p> | <p>Provides opportunities to multiply & divide using rounding & place value</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Math mindset included in lessons; ability to utilize strategies of choice</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. | <p>5 - Very Good Alignment</p> | <p>Provides opportunities to represent thinking & understanding in multiple ways</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | Math is tips in every lesson support learners with this standard. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. | 5 - Very Good Alignment | Math discourse, math vocabulary, language development, and work together sections in each lesson |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Learning progression provided for every lesson; lessons support students with strategies for manageable chunks</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>number routines, common misconceptions, math is checking</p> |

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| | <ul style="list-style-type: none"> Evaluate results based on the given context. | | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. | 5 - Very Good Alignment | Real world connections included throughout lessons; Strategy based lessons include models & gathering data |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Math discourse embedded within every lesson |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 3 - Fair Alignment | Word problems are appropriately written for grade level readers |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Ignite activities at beginning of each unit; Opportunities for students to infer during critical thinking portions of 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 | Collaborative structures embedded in lessons; math discourse supported with varied questions |

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| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 3 - Fair Alignment | Provides opportunities to produce quality work; rubrics provided |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Sentence stems provided for math discourse; language development for each lesson |
| 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 in lessons |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Content is 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 | Content written to gr 3 level, with differentiation strategies |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | Adaptable for all learners & contains options for different modalities of learning |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | Each lesson provides opportunities for students to understand the topic in multiple ways |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | Complexity is 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 | Complexity is grade level appropriate with scaffolding |

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| | | supports included for struggling or advanced learners |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | Lesson pacing is appropriate |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 3 - Fair Alignment | Sources cited are based in 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 | Sources contribute to the content |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No errors noted |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | No bias noted |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Concepts & standards appropriate |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | No mistakes or inconsistencies noted |
| 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 and standards |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Presented appropriately; teacher guide organization |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Appropriate content for grade 3 learners |

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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | Many connections to appropriate real world content/scenarios included |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Interdisciplinary connections made through math journaling, language development, math mindset, etc. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | No 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 issues with humanity and compassion noted |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Content pacing and alignment is appropriate for specified grade level |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | Student materials are comprehensive |
| 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 are aligned |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | Consistent & organized |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in | 5 - Very Good Alignment | Materials are engaging for grade level |

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| 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 | Pacing of content is appropriate |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Digital supports are embedded in the materials |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | Presentation of materials is very good; accessibility and pacing are appropriate |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Math mindset provides motivation for learners |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Content focuses on a few big ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Explicit instruction is clear and connected to clear 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. | 4 - Good Alignment | Inquiry based opportunities and provided questions lend themselves to supporting students thinking critically and independently |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | Scaffolding and differentiation supports embedded |

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| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Materials are engaging with hands on activities & math discourse strategies |
| 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 of learning are included for every lesson along with guided and small group practice |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Strategies are appropriate for targeted instruction |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | Strategies are effective for learning outcomes |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | Assessments are correlated to learning outcomes |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | Assessment strategies are embedded to support evidence based instructional decision making |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Each lesson has remediation and extension 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? | 4 - Good Alignment | EE and MTR standards are covered in the 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 | Learning requirements are satisfied through outcomes based strategies, UDL, etc. |

| Special Topics | Reviewer Rating | Rating Justification |
|----------------|-----------------|----------------------|
|----------------|-----------------|----------------------|

| | | |
|--|-------------------------|--|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 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 | None noted |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | No CRT noted |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | Math mindset embedded but appropriate to content |

Reviewer's Name: Kharmayne Kannada

Title: Florida Reveal Math, Grade 3 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade 3 Accelerated Mathematics](#)

Bid ID: 415

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 a highly aligned resource. Most lessons have real-world connections so students can see how each concept applies to their daily lives. This makes math relevant. There are two ways presented in each lesson so the teacher has choice

regarding how to deliver the content if it needs to be guided or not. The daily fluency is so important and included in each lesson. The additional resource of showing teachers how to collect and analyze their data from exit tickets is a great addition. Many times educators don't know how to plan next steps, but a guide is provided for them. The additional online resources can really help teachers maximize teaching and learning. Manipulatives that come with this material is a huge bonus! I could not locate the sample of Accelerated Grade 3 or Grade 4 assessment although it states a "link below". I don't see any major issues with this material. Delivery of instruction is more of a concern. This material is well designed and easy to understand as well as follow.

| 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 | Practice for understanding Distributive Property and other properties present |
| 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 | Benchmark calls for the ability to use all 4 operations to solve word problems. Lessons are scaffolded and not all operations introduced at once. |
| MA.3.AR.2.1 | Restate a division problem as a missing factor problem using the relationship between multiplication and division. | 4 - Good Alignment | Integrating fact families so students can make the connection between multiplication and division |

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| MA.3.AR.2.2 | Determine and explain whether an equation involving multiplication or division is true or false. | 5 - Very Good Alignment | Real world connection on what it means for a equation to be balanced, meaningful practice |
| 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 | work with unknown in all positions, begin with posing a situation and students put the situation into mathematical context, relation back to fact families |
| 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 | basic explanation and practice, connects decomposing |
| MA.3.AR.3.2 | Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number. | 5 - Very Good Alignment | relates multiples to skip counting and the relationship to factors, uses models so these are not abstract concepts for children |
| MA.3.AR.3.3 | Identify, create and extend numerical patterns. | 5 - Very Good Alignment | practice extending patterns and organizing rule into a table, questions throughout to scaffold thinking |
| 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 | tables, bar graphs, pictographs, and line plots all present. Varied practice and questions for understanding |
| MA.3.DP.1.2 | Interpret data with whole-number values represented with tables, scaled pictographs, | 5 - Very Good Alignment | various practice interpreting data and solving problems in |

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| | circle graphs, scaled bar graphs or line plots by solving one- and two-step problems. | | various real world contexts |
| MA.3.FR.1.1 | Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts. | 5 - Very Good Alignment | allows for practice of interpreting a whole and constructing understanding of what a numerator and denominator represent in a unit fraction |
| 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. | 5 - Very Good Alignment | slow progression into the understanding of fractions greater than one and represented differently |
| MA.3.FR.1.3 | Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form. | 5 - Very Good Alignment | fully aligned to benchmark |
| MA.3.FR.2.1 | Plot, order and compare fractional numbers with the same numerator or the same denominator. | 5 - Very Good Alignment | progression allows for the understanding of what equivalent fractions are |
| MA.3.FR.2.2 | Identify equivalent fractions and explain why they are equivalent. | 4 - Good Alignment | allows for the exploration of equivalent fractions using different models |
| MA.3.GR.1.1 | Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures. | 5 - Very Good Alignment | full alignment to benchmark and real world connection |
| MA.3.GR.1.2 | Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. | 5 - Very Good Alignment | full alignment |

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| 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 | full alignment, hands-on practice is needed for symmetry but this is more of a delivery issue not material issue |
| 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 | full alignment, sets foundation for next benchmark |
| 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 | full alignment, more hands-on practice may be needed but that is a delivery concern not materials |
| 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 | full alignment, slowly scaffolds instruction and understanding from composite to non-composite shapes |
| 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 | full alignment to benchmark |
| 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 | full alignment to benchmark |
| 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 | various opportunities to solve real world measurement word problems of mass, length an capacity |
| 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 | fully aligned to the benchmark |

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| MA.3.M.2.2 | Solve one- and two-step real-world problems involving elapsed time. | 5 - Very Good Alignment | teaching elapsed time using analog, digital and number line simultaneously |
| 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 | scaffolded and easy to understand sequence of instruction aligned to the standard |
| 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. | 4 - Good Alignment | represent numbers in different ways as you decompose them, did not see any mention of understanding the units |
| MA.3.NSO.1.3 | Plot, order and compare whole numbers up to 10,000. | 4 - Good Alignment | lessons allow students to understand how to plot and compare then order numbers, scaffolded tasks |
| MA.3.NSO.1.4 | Round whole numbers from 0 to 1,000 to the nearest 10 or 100. | 5 - Very Good Alignment | lessons help students construct meaning as to what rounding is, incorporates use of the number line to deepen understanding |
| MA.3.NSO.2.1 | Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | various strategies introduced so students can choose which standard algorithm they are comfortable with, each provides numerous practice problems |

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| 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 | scaffolded understanding of multiplication and factors, and the relationship to division |
| 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 | Patterns when multiplying by multiples of 10, practice explaining how this pattern can help you multiply by any multiple of 10 or 100 |
| 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 | Practice on how to use the pattern when multiplying by 10, very easy to understand directions and questions to deepen understanding of this benchmark |
| 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 | Solving real world problems visuals provided so context is understood |
| 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 | use of balance shows what it means for equations to be equal or balanced |
| 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 | aligned and practice allows for solving with unknown in all positions |
| MA.4.AR.3.1 | Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither. | 5 - Very Good Alignment | progression in lessons from learning about prime or composite numbers then |

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| | | | applying that knowledge |
| MA.4.AR.3.2 | Generate, describe and extend a numerical pattern that follows a given rule. | 5 - Very Good Alignment | mathematical and real-world context provided, demonstrations present in lessons. This will allow for students to visually see the pattern instead of abstract learning |
| 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 | Clarification for this benchmark calls for use of manipulatives, models, number lines or equations. There is a lot of practice with models, but not practice with number lines |
| MA.4.FR.1.3 | Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created. | 5 - Very Good Alignment | lessons provide practice according to each clarification for this 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 | a lot of practice comparing fractions requiring use of benchmark fractions, using comparison symbols and number lines |
| 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 | practice decomposing fractions and mixed numbers in more than one way, use of fraction models to demonstrate |

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| 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 | real world connection, use of number lines and math context, significant practice provided |
| 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 | use of visual models in many problems, math and real world context |
| 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 | Some of the practice extends beyond the clarifications of the benchmark |
| 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 | scaffolded approach to using the protractor, many real-world examples and connections |
| 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 | fully aligned |
| 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 | step-by-step process of solving perimeter and area problems, real world connections throughout |
| 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 | instruction and practice allow for conceptual understanding of different dimensions that have the same area or perimeter |

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| 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 | fully aligned, from the beginning both ways to represent expanded form are introduced |
| MA.4.NSO.1.3 | Plot, order and compare multi-digit whole numbers up to 1,000,000. | 5 - Very Good Alignment | full alignment |
| 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 | full alignment |
| MA.4.NSO.2.1 | Recall multiplication facts with factors up to 12 and related division facts with automaticity. | 5 - Very Good Alignment | full alignment, some lessons focus on related facts which will help students see patterns, then pattern lesson are also included |
| 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 | scaffolded instruction starting with 2-by-2 digit using different strategies then progressing to 3-by-2 digits |
| 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 | full alignment |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | effortful learning found throughout material even if not labeled as such |

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| | <ul style="list-style-type: none"> 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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 | full alignment |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | math fluency tasks throughout |

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| | <ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | An opportunity to engage in discourse is found throughout material, not just in identified lessons |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | aligned but should be integrated into lessons throughout material |

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| | <ul style="list-style-type: none"> • Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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 | good alignment, should be integrated throughout material |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | good alignment, should be integrated throughout material |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | 5 - Very Good Alignment | Opportunities throughout to cite evidence and explain thinking |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Some fluency practice included |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | new concept but learning within the Ignite activity scaffolds learning while frontloading, easy to understand |
| 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 | lessons allow for mathematical discourse throughout |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Students can produce quality work using the appropriate skills |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | voice and tone seem appropriate |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | ELL scaffolds provided for the various levels of ELL students |

| Content | Reviewer Rating | Rating Justification |
|---|-------------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | very good alignment with state benchmarks for this grade level |
| 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 | written at the correct skill level |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | very adaptable and useful for classroom instruction |

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| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>5 - Very Good Alignment</p> | <p>Provides sufficient details for understanding the topics, material provides for suggestions for common errors students make</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>5 - Very Good Alignment</p> | <p>Level of complexity matches the benchmarks</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>4 - Good Alignment</p> | <p>Complexity and difficulty matches the ability, this is accelerated material so it may not meet the ability of some</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>4 - Good Alignment</p> | <p>Time period allowed for each concept seems appropriate, but may not be for some topics</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>Primary and secondary sources reflect expertise, especially in the anticipated errors and the ability to present the tasks two different ways within the lesson</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>Quality content and appropriate real-life examples and connections</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>5 - Very Good Alignment</p> | <p>content accurate and free of typographical or visual errors</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>free of bias and contradictions</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>4 - Good Alignment</p> | <p>appropriate models used within concepts</p> |

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| 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 factual and free of 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 accurate and up to date |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | content current and presented in a relevant manner |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | content presented in a relevant manner for the intended learners, especially the real world connections |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | meaningful life connections present, examples found in each standard of how students can apply learning to their lives |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Some interdisciplinary connections, but not in every standard |
| 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 | balanced representation found in each lesson |
| 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 portrays animals and people compassionately |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | Overall content of the benchmarks is covered in this material |

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| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | comprehensiveness of resources does not require teacher to prepare additional materials, instructional delivery will be the issue |
| 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 and major tools align with curriculum |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | materials organized and very easy to use, as well as understand. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 4 - Good Alignment | visuals are engaging and understanding of content is appropriate |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | pacing of content seems appropriate, this is more of a planning concern than material |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | materials and navigation easy to use or understand |
| 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 presented in a cohesive manner that is easy to understand and use |

| Learning | Reviewer Rating | Rating Justification |
|--|--------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | various strategies presented that will help maintain motivation |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | instructional ideas teach concepts but it seems some concepts progress very quickly |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | clear statement of outcomes in each lesson |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | guidance and support provided in material including support for ELL students and ESE students |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | suggestions for adapting lessons provided |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | materials do encourage students to participate in the learning process, this is more of delivery than material issue |
| 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 seems engaging, but this is more of delivery than a material concern |
| 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 | appropriate instructional strategies infused into material to help teachers meet the instructional requirements |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Strategies appropriate for intended outcomes |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | materials correlated with 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. | 5 - Very Good Alignment | strategies are effective in assessing 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 | strategies and materials take into account the needs of all learners |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or | 4 - Good Alignment | alignment present |

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| 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 | the submission does satisfy learning requirements |

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

UDL Reviewer's Name: Jason Rhodes

Title: Florida Reveal Math, Grade 3 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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Edition: 1

Grade Level: K-5

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

Bid ID: 415

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|-----------------------|--|
| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Font size can be adjusted in the platform. There are no built in options to change font style or color. 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. | 2 - Poor Alignment | The platform doesn't have any built in tools to adjust font colors, backgrounds, or contrast settings. 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. |

| | | |
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| Text-to-speech tools. | 5 - Very Good Alignment | The platform has a built in text-to-speech tool that includes speed and volume controls. The tool can be used to read the whole page, or used to read a selection of text. |
| All images have alt tags. | 2 - Poor Alignment | Alt text does not appear when the mouse is hovered over an image, or when the image is clicked on and enlarged. |
| 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. f. Braille |
| 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

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 2 - Poor Alignment | This feature is not available on the platform. 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. | 1 - Very Poor/No Alignment | While there is a Table of Contents that allows easy navigation through the platform, there are no keyboard shortcuts available in the platform. |
| 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

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | Highlighted text and annotations are automatically copied and gathered in their own menu page. Highlights and notes are sorted by page order. There is an option to export all highlights. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Students can add notes and annotations by selecting text. The text is underlined on the platform to indicate a note exists, and the notes are stored in their own menu, sorted by page. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
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| Bid Response | | |
| <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - 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. |

| 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? | | |
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| Bid Response | | |
| <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
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| | 4 - Good Alignment | Publisher offers paper based materials that match the online workbooks in both English and Spanish. Online PDF versions can also be printed out if needed. |

Reviewer's Name: Charity Buntin

Title: Florida Reveal Math, Grade 4 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade 4 Accelerated Mathematics](#)

Bid ID: 416

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

| Standard | Description | Reviewer Rating | Rating Justification |
|-----------------------------|--|---------------------------|---|
| MA.4.AR.1.1 | <p>Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.</p> | <p>4 - Good Alignment</p> | <p>The standard asks for students to solve real-world problems. Lessons 5.2 problems seem contrived without an opportunity for student to make connections to the situation. Lessons 8-5 and 8-6 have more equations to solve than real-world problems. Also, the lessons seem to be dictating a particular strategy that students need to use to solve the problems. For Lesson 8-7 there are several division problems outside of a context of word problem. And those questions with word problems indicate that there is a remainder which removes the need for students to interpret remainders.</p> |
| MA.4.AR.1.3 | <p>Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.</p> | <p>3 - Fair Alignment</p> | <p>While the one lesson is very aligned, there is only one lesson indicated that provides opportunities for students to solve real world problems of</p> |

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| | | | fractions by a whole number and whole numbers by a fraction. |
| MA.4.DP.1.1 | Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots. | 3 - Fair Alignment | Lesson 15-1 should address more questions related to most frequent and least frequent occurrences. 15-5 has students using the data, not collecting and representing the data. Same with 15-4. More attention should be given to students collecting and representing the data. Many of the lessons indicated for this standard seem to be more aligned with 4.DP.1.2. |
| 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 | The identified lessons address each part of the standard. |
| MA.4.DP.1.3 | Solve real-world problems involving numerical data. | 5 - Very Good Alignment | The identified lessons address each part of the standard. |
| 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 | The identified lessons address each part of the standard. |
| 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 | The identified lessons address each part of the standard. |

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| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | 2 - Poor Alignment | Identified lessons 14-2 and 14-3 do not align with this standard. The standard calls for students to select and use tools to measure but only one lesson briefly addresses this. |
| MA.4.M.1.2 | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 4 - Good Alignment | The lessons align with the standard but there are a few instances where students complete patterns without necessarily applying knowledge of converting units. |
| MA.4.M.2.1 | Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations. | 3 - Fair Alignment | 15-5 is loosely related to the standard. There is only one identified lesson that seems to align completely with the standard. |
| MA.4.M.2.2 | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. | 4 - Good Alignment | There is only one lesson that addresses the standard. |
| 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 | The identified lessons align good with standard. |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | 5 - Very Good Alignment | The identified lessons align with standard. |
| 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 | The identified lessons align with standard. |

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| 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 | The identified lessons align with standard. |
| 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 identified lessons align with standard. |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths. | 5 - Very Good Alignment | The identified lessons align with standard. |
| 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 | The identified lessons align with standard. |
| 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 | The identified lessons align with 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 | The identified lessons align with standard. |
| MA.5.AR.2.1 | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions. | 3 - Fair Alignment | The identified lessons need more real-world contexts and exercises |
| MA.5.AR.2.2 | Evaluate multi-step numerical expressions using order of operations. | 5 - Very Good Alignment | The identified lessons align with standard. |
| MA.5.AR.2.3 | Determine and explain whether an equation involving any of the four operations is true or false. | 4 - Good Alignment | The identified lessons align good with standard. |
| MA.5.AR.2.4 | Given a mathematical or real-world context, write an equation involving any of the four | 2 - Poor Alignment | Most identified lessons do not require students to write |

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| | operations to determine the unknown whole number with the unknown in any position. | | equations which is what the standard is asking. |
| 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 | The identified lessons align good with standard. |
| 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 | The identified lessons align good with standard. |
| 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 | Most of the identified lessons involve interpreting the data but the standard calls for students to collect and represent the data. |
| MA.5.DP.1.2 | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range. | 4 - Good Alignment | The identified lessons align good with standard. |
| MA.5.FR.1.1 | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction. | 2 - Poor Alignment | Lesson 10-2 involves addition of fractions, not division of two whole numbers as a fraction. Very few of the identified lessons involve what the standard is asking. |
| 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 | The identified lessons align good with standard. |
| 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 | The identified lessons align with standard. |

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| 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. | 2 - Poor Alignment | Only one of the identified lessons addresses the standard. |
| 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 | The identified lessons align good with standard. |
| 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 | Most of the identified lessons involve three-dimensional shapes which is not part of the standard |
| 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 | One of the identified lessons is calculating volume which is outside 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. | 4 - Good Alignment | The identified lessons align good with standard. |
| 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 | The identified lessons align good with standard. |
| 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 | The identified lessons align good with standard. |
| 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 | Only one of the identified lessons requires students to write an equation. |

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| 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 | The identified lessons align with standard. |
| 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 | The identified lessons align with standard. |
| 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 | The identified lessons align with standard. |
| MA.5.M.2.1 | Solve multi-step real-world problems involving money using decimal notation. | 5 - Very Good Alignment | The identified lessons align with 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. | 4 - Good Alignment | The identified lessons align good with standard. |
| 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 | The identified lessons align with standard. |
| 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 | The identified lessons align good with standard. |
| MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths. | 2 - Poor Alignment | Not all components of standard are met with the identified lessons. |
| 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 | The identified lessons align good with standard. |

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| MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. | 4 - Good Alignment | The identified lessons align good with standard. |
| 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. | 3 - Fair Alignment | Need more problems with remainders and with dividing decimals |
| 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 | The identified lessons align good with standard. |
| 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 | The identified lessons align with standard. |
| 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 | The identified lessons align with standard. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 identified lessons align good with standard. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | 2 - Poor Alignment | Most pages did not require student to represent in a |

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| | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | | <p>problem in multiple ways.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Most lessons rely heavy on the teacher prescribing a method to solve problems.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> | <p>4 - Good Alignment</p> | <p>The identified lessons align good with standard.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Students are sometimes asked to look for patterns or structures.</p> |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. | <p>4 - Good Alignment</p> | <p>The identified lessons align good with standard.</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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 | The identified lessons align good with standard. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | The identified lessons align good with standard. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | The identified lessons align good with standard. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 3 - Fair Alignment | More reading strategies could have been implemented to help students comprehend. |
| 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 identified lessons align good with standard. |

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| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | The identified lessons align good with standard. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | The standard was not evident in much of 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 | Little attention was explicitly given to EL learners. |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|---|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | The majority of content was 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. | 4 - Good Alignment | The majority of content was written to the correct skill level. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The majority of materials were adaptable. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | The majority of materials provide sufficient details. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | The majority 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 | Some of the content could have been improved with improving complexity. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | Some of the content would require less time to teach and practice. |

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| 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 some research-based information about student thinking missing from the content. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | The primary and secondary sources contribute to the quality. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | I did not see 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 | Some of the contexts could be considered to be non-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). | 3 - Fair Alignment | There is some research-based information about student thinking missing from the content. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | I did not see mistakes and inconsistencies. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 3 - Fair Alignment | There is some research-based information about student thinking missing from the content. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Some contexts could be improved to be more relevant. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Some contexts could be improved to be more relevant. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | Some contexts could be improved to be more relevant. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 3 - Fair Alignment | Some contexts could be improved to be more relevant. |

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| 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 | Some contexts could be improved to be more relevant. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | I did not see anything inappropriate. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | The majority of the standards are covered in the material. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | More resources could be provided to the teacher. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 4 - Good Alignment | Most of the components of the major tool align. |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | The alignment seems off. Am not sure I agree with covering volume before place value and operations. |
| 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 | Most of the readability is appropriate. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 3 - Fair Alignment | Some topics needed to be covered more in depth. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with | 4 - Good Alignment | The colors of some graphics did not take color-blindness into consideration. |

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| the material. (For assistance refer to the answers 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). | 3 - Fair Alignment | More consideration to sequence and colors of visuals would be better. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Many of the student pages could be perceived as unmotivational because the contexts were contrived. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 3 - Fair Alignment | Many topics should have been covered more in-depth. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 3 - Fair Alignment | As a student I would wonder the purpose behind many of the topics. More engagement needed to make students see the relevance. |
| 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 | Most topics had teachers showing their strategy to solve the problem. To be more independent learners and thinkers, students need to be able to solve problems in ways that make sense to them. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | Most topics had teachers showing their strategy to solve the problem. To be more independent learners and thinkers, students need to be able to solve problems in ways that make sense to them. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | Students could use more partner or group work. |

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| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 3 - Fair Alignment | The content sequence could be organized better. |
| 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 | Several strategies that are successful are missing. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | Several strategies that are successful are missing. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 3 - Fair Alignment | Several strategies that are successful are missing. |
| 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 exit passes seemed appropriate. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | Some learners would view the amount of problems on a page intimidating. |
| 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 | More ELA applications could be helpful. |
| 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 | All learners' needs should be taken into consideration. Also, several evidence-based research seems to be excluded from the content. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | I did not see evidence that this was violated. |

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| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | I did not see evidence that this was violated. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | I did not see evidence that this was violated. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | I did not see evidence that this was violated. |

Reviewer's Name: Gillian Rhoden

Title: Florida Reveal Math, Grade 4 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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Edition: 1

Grade Level: K-5

Course: [Grade 4 Accelerated Mathematics](#)

Bid ID: 416

Final Recommendation

| | |
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| 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. | Presentation and content alignment are sufficient. The student edition is engaging and allows for accelerated learning of the standards and benchmark. Online component is necessary for students understanding. The STEM projects, activity- |

based and guided practice portions are beneficial for deeper understanding of content. Teacher guided instruction is vital to introduction of material.

| Standard | Description | Reviewer Rating | Rating Justification |
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| MA.4.AR.1.1 | Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context. | 3 - Fair Alignment | STEM career connections videos are presented to bridge real-world application |
| 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 | Activity-based exploration allows students to deepen understanding on fraction content |
| 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 | Discussion questions are presented in the book so students can share ideas |
| MA.4.DP.1.2 | Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots. | 4 - Good Alignment | Numerical data is presented with purpose. Students have the ability to reflect on their understanding at the end of instructional practice |
| MA.4.DP.1.3 | Solve real-world problems involving numerical data. | 4 - Good Alignment | Question items in the On Your Own section of the SE are tailored to solving real world problems |

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| 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 | The Work Together prompt allows students to discuss different strategies. Base Ten Blocks are presented with easy to read attributes |
| 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 | Manipulatives are listed and encouraged. Numberless word problem is presented to gauge understanding of solving problems |
| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | 4 - Good Alignment | Tools are appropriately pictured and labeled with vocabulary words |
| MA.4.M.1.2 | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 4 - Good Alignment | Independent work is structured with word 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. | 4 - Good Alignment | Few problems are presented. The Extend your thinking item requires a deep level on understanding |
| MA.4.M.2.2 | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. | 4 - Good Alignment | Purchasing of items in the real world connect theory to practice |
| 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 | Online component allows students to |

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| | | | make connections across standards |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | 4 - Good Alignment | Many questions presented. Allows for adequate student practice |
| 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 | standard algorithm is presented in chunkable steps. Adequate practice is sufficient |
| 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 | Partner practice through guided exploration activity |
| 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 | Learning progressions are detailed and easy for the teacher to follow. |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths. | 4 - Good Alignment | Teacher resources are available and can be applied across standards |
| 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 | Math mindset allows for deeper understanding of benchmark |
| 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 | Teaching tip presented in teacher addition panel creates discussion points and transitional questions |
| 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 | Explore and develop allow students to ask questions about multiple strategies |

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| | | | and connect to real-world problems |
| 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 | Bring it together format creates number sense and creativity in strategies used across benchmarks. Problem solving and connections |
| MA.5.AR.2.2 | Evaluate multi-step numerical expressions using order of operations. | 4 - Good Alignment | Using a balance to show model equations allow students to visualize that both sides of an equation must be equal |
| MA.5.AR.2.3 | Determine and explain whether an equation involving any of the four operations is true or false. | 4 - Good Alignment | Responsible decision-making section connects math concepts and encourages them to evaluate their own understanding of expressions |
| 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 | Work together section allows students to peer tutor |
| MA.5.AR.3.1 | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression. | 3 - Fair Alignment | The example question is broken into chunkable sections for students to understand separate steps of the problems |
| MA.5.AR.3.2 | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs. | 3 - Fair Alignment | Not enough practice is presented |

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| 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 | Activity-based exploration would be needed |
| MA.5.DP.1.2 | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range. | 4 - Good Alignment | The online portal is necessary for student progress and growth |
| MA.5.FR.1.1 | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction. | 3 - Fair Alignment | ot enough practice is presented |
| 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 | The online portal is necessary for student progress and growth |
| 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 | Activity-based exploration is necessary for students understanding |
| 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. | 3 - Fair Alignment | Fluency Builder should be presented for this lesson |
| 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. | 3 - Fair Alignment | the Go Online portal is necessary for student understanding and teacher facilitation |
| 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 | Sufficient practice is presented |
| 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 | the benchmark is covered sufficiently. STEM activity at the |

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| | right pyramids, right prisms, right circular cylinders, right circular cones and spheres. | | beginning of the unit allows for deeper understanding and real-world application |
| 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 | Formulas are presented. Students are able to work together to find area and perimeter |
| 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 | Application of area and perimeter to volume connection. Students are asked how all of the formulas are related |
| 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 | Deeper understanding of single level volume connected to composite figures |
| 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 | Math Replay videos are necessary to bridge understanding |
| 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 | Connect data to tables and 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 | The use of appropriate tools and models to justify understanding of how to model data |
| MA.5.M.1.1 | Solve multi-step real-world problems that involve converting measurement units to | 3 - Fair Alignment | Word problems and STEM connection presented |

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| | equivalent measurements within a single system of measurement. | | |
| MA.5.M.2.1 | Solve multi-step real-world problems involving money using decimal notation. | 4 - Good Alignment | Sufficient fluency practice. |
| 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 | Relationship of whole number place value and decimal value to connect across standards. |
| 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 | Relationship of whole number place value and decimal value to connect across standards. |
| 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 | Relationship of whole number place value and decimal value to connect across standards. |
| MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths. | 4 - Good Alignment | Discussion questions are built into the introduction questions |
| 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 | Choose a strategy method allows for student creativity |
| MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | Key takeaway section aligns with the lesson objective |
| 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. | 3 - Fair Alignment | students are allowed to choose a strategy. Builds fluency and number sense |

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| MA.5.NSO.2.3 | <p>Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.</p> | <p>4 - Good Alignment</p> | <p>Sufficient fluency practice.</p> |
| MA.5.NSO.2.4 | <p>Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.</p> | <p>4 - Good Alignment</p> | <p>Common error informs teachers of the ways students may misinterpret the lesson</p> |
| MA.5.NSO.2.5 | <p>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</p> | <p>4 - Good Alignment</p> | <p>activity based and guided exploration allows for differentiation of instruction</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Discussion questions are presented in the book so students can share ideas</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. | <p>4 - Good Alignment</p> | <p>teachers are allowed to break apart lessons into multiple tiers. Allows for differentiation and multiple strategy methods</p> |

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| | <ul style="list-style-type: none"> • 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 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | clear indication of choose your own method |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. | 5 - Very Good Alignment | disussion questions are embedded in the students edition and teacher dialouge |

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| | <ul style="list-style-type: none"> 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 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | tiered scaffolding of concepts allow students to logically work through math concepts |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. | 5 - Very Good Alignment | Reasonableness is clearly stated in estimation lessons. Students are able to work through problems and check their work with inverse operations. |

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| | <ul style="list-style-type: none"> Evaluate results based on the given context. | | |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | STEM connection problems in each lesson as well as a STEM related project for every unit |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | Elicit evidence of student thinking portion of TE book. Also for inquiry of problem solving and multiple step questions |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Content written appropriately and easy to read for both student and teacher |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Inferencing skills utilized throughout the problem solving questions |
| 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 | Digital component and review videos engage students |

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| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | math development and progression expected |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Good use of discussion points and student perspective |
| 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 | Language development component for each lesson along with digital teacher center |

| 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 standards are presented. Student practice questions need to be increased to build fluency |
| 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 | high expectations of skills are presented. the content is written at the appropriate rigor for student acceleration |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Teaching resources are adaptable and can be used across the content and useful for supplemental aid |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | Only 1 introduction questions is presented and then students are expected to be able to work with the standard |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Level of difficulty matches the acceleration content |

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| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 4 - Good Alignment | Level of difficulty matches the acceleration content in connection to student ability. |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | Lessons are broken into appropriate sizes for an acceleration class. Would not be applicable to the pace of a general education class |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | sources are acceptable and reflect appropriate material |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 4 - Good Alignment | Sources contribute to the real-world connection, especially STEM connections |
| 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 accurately and appropriately |
| 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 accurate and 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 | Standards and models are accurate and represent material appropriately |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | content is factual and free of inconsistencies |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | Content is aligned and use up-to-date references |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | Appropriate and relevant. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | Appropriate and relevant. |

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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Real-life connections are meaningful and allow for deeper connection of the content |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 4 - Good Alignment | Allow for a math mindset. Learning progression creates appropriate meaning of content |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | Multicultural representation 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 | Not presented. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | benchmarks and standards are appropriately aligned and covered. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | appropriate presentation of material. teacher would not need to supplement curriculum |
| 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 are relevant and align |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 5 - Very Good Alignment | materials allow for a logical presentation. Organized and easy to follow |

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| 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 | appropriate reading levels. Visuals are engaging and narratives are informative |
| 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 | units are chunked into easy to pace content. easy to perceive for students and teachers |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | UDL inclusive. Formatted for multiple learning modes and intelligences. Differentiation would be easy to adopt |
| 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 | Content is presented adequately. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 4 - Good Alignment | Digital component and math review videos are engaging |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | multiple big ideas across standards presented to connect ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Learning objectives are clear and concise |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | discussion probe questions, math thoughts, and guided learning allow for independent thinkers |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | UDL inclusive. Many different application questions surrounding standards |

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| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | Accelerated approach allow for out of the box thinking |
| 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 | Extended projects and activities are presented |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Teacher materials are resources included with many strategies |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | resources used to target learning outcomes and student achievement |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | resources and content are aligned for student achievement |
| 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 | resources and content are aligned for student achievement |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | Consideration of diverse learners and multiple modes of learning |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Math thinking and reasoning connected to reading and writing learninggoals |
| 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 sufficient |

| 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 presentation of CRT in materials |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 4 - Good Alignment | Omitted. Not presented in either TE or SE |
| 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 or 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? | 3 - Fair Alignment | Social Awareness topics are listed in the teachers manual. Example pg 521 in TE includes a section on empathy and how to incorporate into the classroom |

UDL Reviewer's Name: Jason Rhodes

Title: Florida Reveal Math, Grade 4 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

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

Bid ID: 416

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. All videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|-----------------------|--|
| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Font size can be adjusted in the platform. There are no built in options to change font style or color. 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. | 2 - Poor Alignment | The platform doesn't have any built in tools to adjust font colors, backgrounds, or contrast settings. 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. |

| | | |
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| Text-to-speech tools. | 5 - Very Good Alignment | The platform has a built in text-to-speech tool that includes speed and volume controls. The tool can be used to read the whole page, or used to read a selection of text. |
| All images have alt tags. | 2 - Poor Alignment | Alt text does not appear when the mouse is hovered over an image, or when the image is clicked on and enlarged. |
| 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

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 2 - Poor Alignment | This feature is not available on the platform. 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. | 1 - Very Poor/No Alignment | While there is a Table of Contents that allows easy navigation through the platform, there are no keyboard shortcuts available in the platform. |
| 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

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | Highlighted text and annotations are automatically copied and gathered in their own menu page. Highlights and notes are sorted by page order. There is an option to export all highlights. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Students can add notes and annotations by selecting text. The text is underlined on the platform to indicate a note exists, and the notes are stored in their own menu, sorted by page. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
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| Bid Response | | |
| <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - 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. |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|--|--|--|
| Bid Response | | |
| <i>Florida Reveal Math includes a variety of materials in print and printable through the digital Student and Teacher Centers. Family Letters (PDFs online) Spanish Family Letters (PDFs online) Assessment Resource Book (print book, PDFs online) Differentiation Resource Book (print book, PDFs online) Florida Assessment Practice Book (print book, PDFs online) Game Station Resource Book (print book, PDFs online) Application Station Cards, English and Spanish (print book, PDFs online) Guided Support Worksheets (PDFs online) Language Development Worksheets (PDFs online) Activity-based Explore (PDFs online) Spanish Activity-based Explore (PDFs online)</i> | | |

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Publisher offers paper based materials that match the online workbooks in both English and Spanish. Online PDF versions can also be printed out if needed. |

Reviewer's Name: Ashley Schmidt

Title: Florida Reveal Math, Grade 4 Accelerated

Publisher: McGraw Hill LLC

Author: Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade 4 Accelerated Mathematics](#)

Bid ID: 416

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.

I don't think this is the best option for the state of Florida to move forward with its new standards. The information provided in the teacher edition almost took away teacher autonomy through the use of a script and had teachers using multiple platforms to

find all the resources needed for the lessons. The teacher edition pages simply contained too much information in a manner that wasn't the best presentation mode. Critical components could easily be lost to teachers while they are using this curriculum. I wish that the student edition had more prompts for students to engage in discussion, which would further emphasize to the students that math class is not an independent, quiet activity. I also found that this curriculum didn't offer enough opportunities for manipulatives and drawings when it came to the student independent section (labeled "on my own"). There was a heavy emphasis on procedural knowledge.

| 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 | Variety of representations of multiplicative comparison. All components of standards addressed. |
| 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 | Addresses all components of standards but wish there was more room for student work on the page in the workbook |
| MA.4.DP.1.1 | Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots. | 3 - Fair Alignment | Doesn't allow students to create a table but only allows students to use information provided in tables to order numbers. For the most part opportunities to collect data were not presented. |
| MA.4.DP.1.2 | Determine the mode, median or range to interpret numerical data including | 3 - Fair Alignment | Data sets always had only one mode. Clarification of the standard indicated |

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| | fractional values, represented with tables, stem-and-leaf plots or line plots. | | that students need to be exposed to problems with no modes as well as more than one mode. Also, while the tasks themselves are real world, they are not necessarily "real world" to the lives of students and connection/understanding of the context cannot be authentically made |
| MA.4.DP.1.3 | Solve real-world problems involving numerical data. | 4 - Good Alignment | While the tasks themselves are real world, they are not necessarily "real world" to the lives of students and connection/understanding of the context cannot be authentically made |
| 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. | 3 - Fair Alignment | 6 of the problems focus on a pictorial representation, but no manipulatives are encouraged. There are also no 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. | 2 - Poor Alignment | The introduction of numberlines is only provided in one problem and is given after the procedure has been introduced. The commutative property is not visited within the unit either. |
| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | 2 - Poor Alignment | Attributes did include length, weight, and volume but no fractions or decimals were used with the presentation of length. It was also a procedural based lesson. |

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| | | | Time was included, but is not addressed by this standard. Width, Mass, and Temperature were all missing from the textbook but were clarified in the standard. |
| 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 | All components of the standard are addressed. |
| 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 | Limited exposure to multi-step distance or time problems in the direct links provided |
| 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 | Addresses all components of the standard |
| 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 | Addresses all components of the standard |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | 4 - Good Alignment | Uses a number line but does not have students explain the reasoning for comparing |
| 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 | Addresses all components of the standard |
| 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 | Introduces area model, relates multiplication to division, but doesn't examine role of place value explicitly or properties to help students select a strategy that works for them when |

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| | | | dividing. Almost all problems in the student practice section say "Use partial quotients to divide" |
| 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 | Addresses all components of the standard |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths. | 5 - Very Good Alignment | Addresses all components of the standard |
| 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 | Multi-step problems involved division with remainders but did not see the criteria of the whole number as part of the quotient plus 1 |
| 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 | Limited visuals outside of the "learn" section of textbook |
| 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 | Use of visual models is limited outside of the "learn" section of the textbook. The student work section does say to use a representation, but visuals are not provided and typically are only used 1-2 times in the "learn" section. |
| 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 | Limited use of fractions and decimals in provided examples. |

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| MA.5.AR.2.2 | Evaluate multi-step numerical expressions using order of operations. | 4 - Good Alignment | Limited use of fractions and decimals; only included in one section |
| 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 | Addresses all components of the standard |
| 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. | 2 - Poor Alignment | The standard asks for students to write equations, but the sections provided do not have students writing equations. Instead, they are matching equations or solving equations. |
| 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 | Addresses all components of the standard |
| 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 | Addresses all components of the standard |
| 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 | Tables were included in the student work, but students didn't collect information to use in tables. All tables were predetermined. |
| MA.5.DP.1.2 | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range. | 4 - Good Alignment | The clarification of the standard was not addressed in the student work. No problems include balancing out or equal shares when solving for mean, median, range, or mode. |
| 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 | All components of this standard are addressed but are presented in a procedural manner |

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| 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 | Addresses all components except properties to add and subtract fractions with unlike denominators |
| 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 | Limited use of manipulatives, drawings, and properties. Typically only included in "Learn" section. These elements were outlined in the clarification section of standard.. |
| 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. | 2 - Poor Alignment | 12.1 was the only section that explicitly relied on reasonableness and estimation. No decimals included. The remainder of the sections relied on calculations. |
| 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. | 3 - Fair Alignment | Limited use of manipulatives and drawings. Typically only found in the "learn" section and directions said to use a representation to solve the procedure. |
| 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 | Addresses all components of the standard |
| 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 | Addresses all components 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 | Addresses all components of the standard |

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| 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 | Addresses all components of the standard |
| 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 | Addresses all components of the standard |
| 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 | Addresses all components of the standard |
| 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. | 3 - Fair Alignment | Doesn't address connection from coordinate plane to number line. Very limited exposure connecting tables to coordinate plane. |
| 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 | Not many real-world connections provided but some are from sections listed. |
| 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 | Addresses all components of the standard |
| MA.5.M.2.1 | Solve multi-step real-world problems involving money using decimal notation. | 5 - Very Good Alignment | Addresses all components of the standard |
| MA.5.NSO.1.1 | Express how the value of a digit in a multi-digit number with decimals to the | 5 - Very Good Alignment | Addresses all components of the standard |

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| | thousandths changes if the digit moves one or more places to the left or right. | | |
| 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 | Addresses all components of standards but only provides examples of standard form in correct order. |
| 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 | Opportunities to use objects and drawings to compose and decompose were not included. |
| MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths. | 4 - Good Alignment | Limited use of plotting on a number line (2 problems only). |
| 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 | Limited use of rounding to the thousandths place |
| MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. | 5 - Very Good Alignment | Addresses all components of the standard |
| 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. | 3 - Fair Alignment | Does not have students represent remainders as fractions. |
| 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 | Addresses all components of standard |
| 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 | Includes estimation, place value, and models but doesn't address rounding |

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| MA.5.NSO.2.5 | <p>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</p> | <p>5 - Very Good Alignment</p> | <p>Addresses all components of standard. Moves through CSA model for student understanding.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Outside of the "Be Curious" intro to each lesson there isn't much alignment to this standard as content is explained through text procedurally in the learn section and then a "work together" section is at the bottom of the page. None of the student work pages encourage asking questions or developing identity.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>While students are shown manipulatives (and multiple representations) they are briefly introduced and not shown on student work pages in majority of the textbook.</p> |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Not enough practice is given to allow students to select appropriate methods in each section. There is a focus on procedural understanding and fluency.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>There is a "work together" segment in each section of the textbook. There are no explicit areas where students are asked (in the text) to engage in conversations though. Reinforcement of this notion for students would be beneficial. Including asking questions only in the teachers edition, especially in the corner of a page where it feels hidden, makes it difficult to determine if students will actually engage in conversation. This could easily be overlooked by users of this program.</p> |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>I feel like these questions can be easily overlooked as they are only included in the teacher edition. Would like to see structure and pattern addressed in all sections in the student edition.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Present in the teacher edition. Not as many opportunities in the student pages.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> | <p>4 - Good Alignment</p> | <p>Would have liked access to the STEM videos. Was unable to open to determine if they align.</p> |

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| | <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | | <p>While the aforementioned sections do exist, they are easily overlooked as the amount of information on each page is overwhelming. The activities have to be accessed from a digital source, which could prevent teachers from using them.</p> |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 4 - Good Alignment | Would have liked to see some prompts in the student work sections ("On my own") |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Words used in word problems are appropriate for this grade level. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Ignites are offered once per chapter. |
| 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 | I struggled to find the think about it questions that are referenced. Can be easily overlooked. Prompts on student pages, and not just teacher pages, would be very beneficial to get students to understand the role and importance of discussion in a mathematics classroom. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Addresses all components of this standard |

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| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | This is difficult to judge without implementation of the curriculum. It offers students the opportunities to engage in conversation, if the teacher uses the teacher edition and reads all of the components. It could very easily be overlooked though. |
| 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 teachers edition does provide ELL support in each section. |

| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Some standards are not addressed to include all the clarification components. |
| 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 standards are not addressed to include all the clarification components. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 3 - Fair Alignment | They can be used for classroom instruction, but the focus is very procedural on majority of the topics. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 3 - Fair Alignment | More opportunities need to exist outside of the first problem of the lesson (learn section) so students see the manipulatives/drawings multiple times and create conceptual understanding of the topic before moving on to procedural knowledge. |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Addresses this standard in a procedural level of difficulty for most 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 | Addresses this standard |
| 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 | Each lesson had a timer with recommend amount of time above 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 | Addresses this standard |
| 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 | Addresses this standard |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | Addresses this standard |
| 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 | Addresses this standard |
| 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 | Does not move through CSA model appropriately. Very procedure based |
| 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 | Addresses this standard |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Does not move through CSA model appropriately. Very procedure 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 | Has areas for improvement; some standards not fully addressed |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | Has room for improvement |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 3 - Fair Alignment | Not all "real-world" problems are necessarily "real-world" to the lives of the students using the text, therefore reducing the overall meaning 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 | Has STEM connection at beginning of each chapter. |
| 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 | Addresses this standard |
| 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 | Addresses this standard |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 3 - Fair Alignment | Some are well covered and others have a lot of room for improvement to cover the clarifications of the standards. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | Opportunities for manipulatives and drawings are not embedded in the student work sections but are typically only found in the learn section. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Addresses this standard |

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| 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, but the organization is difficult to follow and keep up with |
| 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 student pages ("On my own") offer few opportunities for engaging in listening and reading is only for word problems to solve. |
| 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 | Moves to procedures very quickly |
| 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 | Did not see UDL questionnaire attached. |
| 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 | Consistent presentation but the teacher edition is difficult to keep up with and follow without overlooking critical information |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Student pages ("On my own") don't have many visuals or places for students to maintain motivation |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Covers all necessary big ideas |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 3 - Fair Alignment | Not in the student edition but in the teacher edition is better addressed. |

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| 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 | Addresses the standard but can easily be lost in the way the material is presented. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | Language development, self-management, english learner scaffolds. No ESE explicitly addressed, but misconception section provided. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | Lack of manipulatives/drawings in student pages ("On my own") |
| 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 | Student pages do not include goals/objectives. Teacher edition only. |
| 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 | Moves quickly through conceptual understanding with only 1-2 examples typically in each lesson. Very procedure focused. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | Teacher edition includes a variety of strategies |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Evident in exit tickets/teacher edition strategies |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Evident in exit tickets/teacher edition strategies |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 3 - Fair Alignment | Did not see UDL attachment. Does consider needs of ELL 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? | 3 - Fair Alignment | While they are included in the teacher edition, I think they could be easily overlooked due to the amount of information |

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| | | and the way the information is presented to the user. |
| 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 | There are opportunities for improvement. Communicating these goals with students in writing would help. |

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

Reviewer's Name: Elizabeth Abel

Title: Florida Reveal Math, Grade 6

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Six Mathematics](#)

Bid ID: 417

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes


How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The curriculum overwhelmingly satisfied the criteria for recommendation for adoption. The curriculum had many strengths including its ability to provide students with rich, diverse, cognitively-demanding tasks that will challenge them while holding their interest. In addition, there were lots of embedded supports for all learners, including students with

disabilities. The interactive student edition was a great asset to the program, as students were actively engaging with the math instead of just completing worksheet type work out of a textbook. ALEKS will provide teachers with ongoing assessment data which will help teachers remediate or enrich throughout the year. The Ignite! lessons were an asset to the program as well as students will be drawn to their format and their varied approach to the concepts (while tying in the STEM concepts). There were no glaring weaknesses with the curriculum; however, the addition of more real photographs and richer diagrams/photos would enhance the visual appeal of the textbook. Overall, the curriculum was extremely effective as both a teaching and learning tool.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 scenarios utilized such as visiting a plumber or hours worked |
| 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 | Students create inequalities related to deep sea fishing |
| MA.6.AR.1.3 | Evaluate algebraic expressions using substitution and order of operations. | 5 - Very Good Alignment | Plenty of opportunities for practice provided in multiple lessons |
| MA.6.AR.1.4 | Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. | 5 - Very Good Alignment | Students practice with manipulatives and equations |

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| MA.6.AR.2.1 | Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. | 5 - Very Good Alignment | Students try a variety of data sets to determine if equations or inequalities are true or false |
| MA.6.AR.2.2 | Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. | 5 - Very Good Alignment | Students use relevant examples from the real world to solve, like an equation involving the Olympics |
| 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 | More relevant examples included, such as saving money for buying video games |
| MA.6.AR.2.4 | Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. | 5 - Very Good Alignment | Examples from baking and with money included to demonstrate fractions and decimals for these problems |
| 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: <input type="text"/> , a to b, or a:b where $b \neq 0$. | 5 - Very Good Alignment | Many great examples given for this standard, including the interactive the school bus that works on ratios of adults to students |
| 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 | Tables and graphics help show the relationship between units well |
| MA.6.AR.3.3 | Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios. | 5 - Very Good Alignment | Equivalent ratios are explored in clear charts with detailed explanations |

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| 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 | Percents are explored by extending students understanding of decimals and the relationship between the quantities |
| 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 | A variety of word problems are included that explore real life ratio and rate problems. Scenarios are varied and rich. |
| MA.6.DP.1.1 | Recognize and formulate a statistical question that would generate numerical data. | 5 - Very Good Alignment | Students are asked to create statistical questions, collect the data, organize the data and interpret it. |
| 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 calculate mean, mode, range, and median in a variety of problems. |
| 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 | There was a lot of practice on lower and upper quartiles; could use more practice on minimum and maximum |
| MA.6.DP.1.4 | Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range. | 5 - Very Good Alignment | Histograms and line plots were provided in real world contexts; students were given ample means to interpret said graphs |
| MA.6.DP.1.5 | Create box plots and histograms to represent sets of numerical data within real-world contexts. | 4 - Good Alignment | More practice creating histograms in the text than in creating box plots |

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| MA.6.DP.1.6 | <p>Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.</p> | <p>5 - Very Good Alignment</p> | <p>The impact of outliers is explored in a variety of problems to satisfy this standard</p> |
| MA.6.GR.1.1 | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Multiple lessons and practice problems tie directly to this standard</p> |
| MA.6.GR.1.2 | <p>Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.</p> | <p>5 - Very Good Alignment</p> | <p>Students compute horizontal and vertical distance across a number line in multiple problem types</p> |
| MA.6.GR.1.3 | <p>Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.</p> | <p>5 - Very Good Alignment</p> | <p>Students are asked to solve real world problems, such as finding the area of a zoo using a coordinate plane throughout the text and with the accompanying web-based tools</p> |
| MA.6.GR.2.1 | <p>Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.</p> | <p>5 - Very Good Alignment</p> | <p>Students determine the formula for area of a triangle and solve a multitude of triangle area problems in different contexts</p> |
| MA.6.GR.2.2 | <p>Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.</p> | <p>5 - Very Good Alignment</p> | <p>Students decompose different quadrilaterals into rectangles and triangles to determine the area; some problems are</p> |

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| | | | presented in real world contexts |
| 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 | Students find the volume of right rectangular prisms with both formulas and visual models; real world examples utilized as 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. | 5 - Very Good Alignment | Lots of real world problems presented for students to practice this skill |
| MA.6.NSO.1.1 | Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. | 5 - Very Good Alignment | Students work with a variety of rational numbers including decimals, fractions and integers; ample practice plotting, comparing, and order rational numbers |
| 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 | Students compare numbers across a number line; students practice with real world examples, such as temperature as well |
| MA.6.NSO.1.3 | Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. | 5 - Very Good Alignment | Students calculate absolute value of a variety 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 | Students are presented with a variety of real world problems such as ones involving rainfall, pumpkin size, etc. Students use |

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| | | | these scenarios to solve and compare absolute value problems |
| 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 | Students solve multi-digit multiplication and division problems with decimals using a standard algorithm, visual models and other ways that are familiar to them |
| 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 | Students solve a variety of multiplication and division problems involving fractions, including fractions and whole numbers as well as fractions with fractions |
| 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 | Ample opportunity for students to solve real world problems involving fractions and decimals with addition, subtraction, multiplication and division; lots of in context scenarios presented |
| MA.6.NSO.3.1 | Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. | 5 - Very Good Alignment | Students solve problems determining greatest common factor and least common multiple in a variety of contexts |
| MA.6.NSO.3.2 | Rewrite the sum of two composite whole numbers having a common factor, as a | 5 - Very Good Alignment | Students use the distributive property |

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| | common factor multiplied by the sum of two whole numbers. | | to demonstrate this standard |
| MA.6.NSO.3.3 | Evaluate positive rational numbers with natural number exponents. | 5 - Very Good Alignment | Students practice problems with powers and exponents in a variety of contexts |
| MA.6.NSO.3.4 | Express composite whole numbers as a product of prime factors with natural number exponents. | 5 - Very Good Alignment | Many practice problems and examples included in text and with accompanying materials |
| MA.6.NSO.3.5 | Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. | 5 - Very Good Alignment | Students practice writing decimals, fractions and percentages in a variety of forms, changing numbers from one form to another |
| 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 add and subtract integers using algebra tiles, algorithms and other forms of 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. | 5 - Very Good Alignment | Students multiply and divide integers using a variety of forms of procedural fluency |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | The series does an outstanding job of satisfying this standard with open-ended, rich tasks embedded throughout the lessons. The Ignite! |

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| | <ul style="list-style-type: none"> • 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. | | <p>lessons offer students a creative way to engage with the math, while also pushing students to persevere and problem solve at every turn. There were a plethora of mini-activities embedded throughout the units that will appeal to students interests as well as allow them to interact with the math in a meaningful way. I would say this is one of the series strongest assets.</p> |
| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are encouraged to represent problems in a variety of ways throughout the series, including using manipulatives, using digital tools (like their Sketchpad) and with a variety of grids and models. Within each lesson, the problem examples are presented in different formats and students are often asked to compare these models to one another. There seems to be a solid blend of concrete, representational and abstract ideas presented throughout.</p> |

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| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are allowed the flexibility to solve problems in a variety of ways, while practicing problems with the routines they are taught throughout the series. This allows them to take these routines and procedures and rely on them if necessary, or adapt them to new situations and problems. This can be seen throughout multiple standards and in multiple modules. However, students are always pushed towards accuracy, and given feedback to help them maintain it.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>There are strong language supports in this series, including a great focus on mathematical vocabulary. Students are expected to engage in mathematical conversations at every turn, including in Talk about It moments as well as with the embedded purposeful questions throughout. There are lots of opportunities for partner and group work, as well as lots of inquiry based</p> |

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| | | | <p>lessons that lend themselves to rich conversations. Students are frequently asked to justify and defend their answers, which also helps build more robust mathematicians.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are encouraged to connect the math from one lesson to another, not just see the math as a series of disjointed lessons. This allows students to connect these patterns and procedures together, allowing them to make better sense of the math. Students can then apply these patterns to richer, more complicated problems, thus applying what they have learned to real-world contexts.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. | <p>5 - Very Good Alignment</p> | <p>Students that can access the reasonableness of their own work will ultimately be able to make better sense of the math. Throughout this series, students are asked to make estimates and check their work, constantly</p> |

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| | <ul style="list-style-type: none"> • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. | | <p>asking themselves if their answer makes sense for the problem. This attention to their work will allow them to make more accurate estimates and perform more detailed error analysis of their own work. Students are routinely asked to do this in Talk about It exercises as well as in many of the practice problems.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>One of the strengths of this program is that every lesson had relevant, real world problems focusing on the math. Students will be able to see a direct correlation between how and why this math is necessary in their everyday lives. These examples did not feel like a stretch, but rather likely scenarios that students may encounter, further increasing students' likelihood to want to learn the concepts presented.</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Students justify their reasoning throughout many of their math discussions and problems. The series does a great job of</p> |

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| | | | asking students to defend their work, or to compare their work to their peers to provide a framework for richer discussions. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | The program has great language supports embedded in it, helping students become fluent with key mathematical vocabulary that will help students comprehend the math at a deeper level. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Students are asked to make inferences in math throughout the series, by examining patterns and relationships between the numbers, by examining models and pictures and by making relevant leaps in where the math is headed. This is evident throughout the series. |
| 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 program is definitely set up on the premise that a robust mathematician will converse with their peers in collaborative settings as a regular part of their learning. Students are engaged in rich discourse through open ended |

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| | | | tasks, inquiry based lessons, Talk About It activities, and many other facets of the program. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 4 - Good Alignment | Students are given graphic organizers to support their work in module reviews and throughout the text. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 4 - Good Alignment | Students are given many opportunities for discourse throughout the program; they are also asked to respond to many tasks in written form. This gives them ample opportunities for practicing voice and tone. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | English Language Learners are given a myriad of opportunities to communicate throughout this series. There are many great supports built into the program to help ELLs build robust vocabulary and communicate their math ideas effectively. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | There are lots of great opportunities to communicate with one another in this series, from inquiry based lessons to open |

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| | | | ended real-world tasks. ELLs will have ample opportunities to converse with their peers about math, but also just to converse in general while engaging in the Ignite! tasks, as well as many of the collaborative activities embedded in each module. |
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| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | All content reviewed was aligned with the state's standards and benchmarks. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 5 - Very Good Alignment | The content was at the appropriate complexity level required for each standard, and student tasks varied to meet the demands of each standard and benchmark. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | The materials provided were easily adaptable and readily usable in the classroom. The materials will enhance classroom instruction and provide teachers will substantial resources to provide 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 provided more than sufficient details for student comprehension of each concept. There were multiple lessons for many of the standards with ample |

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| | | <p>opportunity for practice. Students were provided the means to learn and practice a skill in multiple ways and ideas were presented in a plethora of formats, appealing to a variety of learner types.</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>5 - Very Good Alignment</p> | <p>The content was rich and dynamic, providing students with material that matched the complexity of the standards. Students were taught standards in a myriad of ways and asked to demonstrate their learning in a variety of formats.</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>5 - Very Good Alignment</p> | <p>The material consistently matched what would be appropriate for a sixth grade student in terms of both grade level and in terms of their developmental readiness to tackle and comprehend the concepts.</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>5 - Very Good Alignment</p> | <p>There was more than enough problems, tasks, and inquiry based lessons to fill (or exceed) the time period a teacher would allocate for teaching each lesson.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>5 - Very Good Alignment</p> | <p>The sources were consistently provided from experts in the field. However, it is difficult to see sources cited in math text in the same way you would see it cited in other texts.</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>5 - Very Good Alignment</p> | <p>The program had contributions from some excellent sources which contributed to the quality of the overall program. For example, the Ignite lessons</p> |

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| | | from Raj Shah and the instructional videos from Cathy Seeley provide teachers with top-notch content. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | No errors were found. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | No bias or contradictions were 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 material was current and reflected current best practices in mathematics. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | The content was factually accurate. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 5 - Very Good Alignment | The content reflected best practices in mathematics and was reflective of current, up-to-date practices. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | The content was presented with real-world scenarios and situations which will appeal to learners of this age group. Students were given contexts that would appeal to them and hold their interest. Furthermore, the scenarios were diverse which would appeal to students of all backgrounds. |
| 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 presented with real-world scenarios and situations which will appeal to learners of this age group. Students were given contexts that would appeal to them and |

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| | | <p>hold their interest. Furthermore, the scenarios were diverse which would appeal to students of all backgrounds.</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>The content was presented in real-world scenarios and situations which will appeal to learners of this age group. Students were given contexts that would appeal to them and hold their interest. Furthermore, the scenarios were diverse which would appeal to students of all backgrounds.</p> |
| <p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>There were interdisciplinary connections interwoven into lessons throughout the program. Students would see clear connections to science, technology and history in most modules. Furthermore, the program made literacy connections that would also appeal to students. These connections will provide a framework for students to find the math relevant to their lives and add a layer of excitement to the math.</p> |
| <p>19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).</p> | <p>5 - Very Good Alignment</p> | <p>There was no bias or unfair representation present in the text or accompanying materials.</p> |
| <p>20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).</p> | <p>5 - Very Good Alignment</p> | <p>The materials demonstrated humanity and compassion towards people and animals.</p> |

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| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | The material does an excellent job of covering the standards and benchmarks. The content is extensive and thorough. |
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| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | The student resources are thorough and would completely satisfy the needs of the teacher for teaching the course. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | Strong alignment throughout |
| 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 an order that makes sense both mathematically and timewise; the materials follow a uniform pattern for presentation as 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 | The text is visually appealing as well as pleasant to listen to. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | The content is designed in a way that the teacher can deliver it in one longer lesson or two shorter lessons, depending on the needs of the class (or on whether the class has regular or block scheduling). This allows the amount of content to be flexible and will allow students to understand it well. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, | 5 - Very Good Alignment | There are great tools for students that need assistive |

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| <p>including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | | <p>supports, as well as flexible presentation, navigation and study tools. These supports include the ability to change font size and color shading, the ability to highlight text, the ability to have closed captioning or braille supports, and many other features.</p> |
| <p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p> | <p>5 - Very Good Alignment</p> | <p>The presentation is appealing to learners of all types and include many different features that make it visually and auditorily appealing. Students will be able to successfully interact with the text and apply features that make learning more equitable for them.</p> |

| Learning | Reviewer Rating | Rating Justification |
|---|--------------------------------|--|
| <p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p> | <p>5 - Very Good Alignment</p> | <p>There are many interesting and exciting activities that will appeal to students; students have the ability to receive instant feedback in the interactive student edition as well. Concepts are presented in many different formats which will help students stay interested and focused.</p> |
| <p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p> | <p>5 - Very Good Alignment</p> | <p>Yes, this is embedded throughout the series.</p> |
| <p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Yes, students are given a clear idea of what they will be learning each lesson and what their learning trajectory is.</p> |

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| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>5 - Very Good Alignment</p> | <p>There are lots of opportunities for discussion and reflection throughout the series; students are asked to really think of the whys not just follow a predictable procedure. This will promote higher order thinking skills and build more robust mathematicians.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>5 - Very Good Alignment</p> | <p>The content is diverse and applicable to students of various learning styles. It takes into account developmental differences and offers multiple entry points for students.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>5 - Very Good Alignment</p> | <p>Students learn through a variety of tasks that require them to think deeply, not just regurgitate material. The Ignite! lessons are inquiry based as are a variety of other activities throughout the series. There are ample opportunities for learning through movement, through creatively applying their knowledge and through collaboration with peers.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>5 - Very Good Alignment</p> | <p>There are organized activities in each module that require students to actively participate in a meaningful way. The alignment on this piece is strong and students have multiple ways to interact with the content and practice their skills.</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>The instructional materials had best practices included in them, which would help the students achieve the learning outcomes successfully.</p> |

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| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>The instructional materials had best practices included in them, which would help the students achieve the learning outcomes successfully. The strategies would be quite effective in teaching the targeted outcomes.</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>There is strong alignment between the assessment strategies and the desired learning outcomes in the materials.</p> |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>The materials provided assessment strategies that effectively assessed student mastery of the targeted outcomes. Throughout instruction there were smaller mini-assessments available to check in on student understanding of the material. There were also summative assessments that assessed students level of proficiency with the different standards. Furthermore, students are constantly assessed through ALEKS, which would provide teachers with valuable data about students' mastery of a specific concept.</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>5 - Very Good Alignment</p> | <p>This program appealed to diverse learners through its flexible presentation and navigation options, as well as its great incorporation of technological tools. Students were presented with lessons and activities that varied in nature, including ones that appealed to visual, kinesthetic and auditory learners. The</p> |

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| | | tasks were varied and students were given multiple entry points to access the math as well as show proficiency on the math. |
| 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 were strong language supports in the texts, such as great graphic organizers, robust vocabulary instruction and other resources that correlated to ELA expectations. The Mathematical Thinking and Reasoning Standards were embedded in the instruction and activities throughout the entire course quite 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 | This submission does satisfy learning requirements. Students will have access to an equitable, cognitively demanding math curriculum that contains a wealth of information presented in multiple modalities. The activities are visually pleasing, will appeal to students as being current and technologically fresh, and will meet the needs of a diverse group of learners. Students will have a rich assortment of tasks to choose from and these tasks are often tied to other disciplines that will hold students' interest. |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | There were no signs of Critical Race Theory in the materials so |

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| | | the materials align to the rule completely. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | There were no signs of Culturally Responsive Teaching as it relates to CRT. So yes, it aligns well as it was explained in the reviewer training. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes, the instructional materials omit Social Justice as explained in the reviewer training. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | The instructional materials do not solicit Social Emotional Learning. |

Reviewer's Name: Sharon Brown

Title: Florida Reveal Math, Grade 6

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Six Mathematics](#)

Bid ID: 417

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes


How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the content presented aligns with the Florida standards. The student tasks allow for multiple practice in a variety of ways. The presentation in the student edition is student friendly and helpful to visual learners. The tasks are also age and grade appropriate. Teachers have the option of using a variety of strategies to deepen

student understand. I see evidence of tasks that require higher level thinking, and tasks that allow for independent practice as well as group activity. The content is free of bias.

| 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 | Task allows for learning progression |
| MA.6.AR.1.2 | Translate a real-world written description into an algebraic inequality in the form of $ax + b < c$ or $ax + b > c$.  . Represent the inequality on a number line. | 5 - Very Good Alignment | real world integration is evident |
| MA.6.AR.1.3 | Evaluate algebraic expressions using substitution and order of operations. | 5 - Very Good Alignment | standards aligned with benchmark |
| MA.6.AR.1.4 | Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. | 5 - Very Good Alignment | tasks align with standards |
| MA.6.AR.2.1 | Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. | 5 - Very Good Alignment | can be modeled with hands on activities |
| 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 | allows for differentiated strategies |

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| 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 | has language development support |
| MA.6.AR.2.4 | Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. | 5 - Very Good Alignment | allow students the opportunity to use math vocabulary |
| MA.6.AR.3.1 | Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$. | 5 - Very Good Alignment | align to real world |
| 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 can make connection to real world |
| 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 | allows use of prior knowledge |
| 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 connection |
| 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 | allows for the use of multiple teaching strategies |
| MA.6.DP.1.1 | Recognize and formulate a statistical question that would generate numerical data. | 5 - Very Good Alignment | real world connection |
| 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 | benchmark allows for several teaching strategies |

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| 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 | teacher can model to deepen students' understanding |
| 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 | students will need to use prior knowledge for the task |
| MA.6.DP.1.5 | Create box plots and histograms to represent sets of numerical data within real-world contexts. | 5 - Very Good Alignment | allow for hands on and group activity |
| 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 | task allows opportunity for students to use math vocabulary |
| 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 | teacher will need to provide several opportunities for practice |
| 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 | students will need prior knowledge and multiple practice |
| 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 | allows for hands on activities |
| 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 | good student example |

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| 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 | good student example |
| 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 | allows for use of manipulatives |
| 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 | students will need multiple practice to deepen 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 | allows for multiple teaching strategies and language development |
| 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 | good student example |
| 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 | good student example |
| MA.6.NSO.1.4 | Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. | 4 - Good Alignment | higher level thinking |
| 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 | task can be completed with a variety of strategies |
| 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 | benchmark has cross connections |

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| 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 | suggested pacing could be longer |
| 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 | great examples. No bias |
| MA.6.NSO.3.2 | Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. | 5 - Very Good Alignment | allows for use of prior learning |
| MA.6.NSO.3.3 | Evaluate positive rational numbers with natural number exponents. | 5 - Very Good Alignment | good suggested pacing time |
| MA.6.NSO.3.4 | Express composite whole numbers as a product of prime factors with natural number exponents. | 5 - Very Good Alignment | Great student examples. I see evidence of learning progression |
| MA.6.NSO.3.5 | Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. | 4 - Good Alignment | good language support |
| 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 | allows for student enrichment activity |
| 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 differentiated instruction |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | allows additional practice and differentiated instruction to deepen understanding |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>student tasks align with benchmark and standards</p> |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>great warm up activities and practice</p> |

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| | <ul style="list-style-type: none"> Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | allows for language development, inquiry and independent practice |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> 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 | tasks allow students to use a variety of strategies |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 | encourage the use of math language and group activity |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | provide extra examples and real world connection |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | encourages language development and collaboration |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | includes a variety of practice problems to deepen understanding |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | will need more teacher interaction |
| 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 | allows for student collaboration and use of math vocabulary |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | encourages higher order thinking and independent practice |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | encourages student collaboration |
| 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 | includes a variety of practice for diverse learners |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | aligns with standard and includes a variety of practice |

| 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 | evident with student tasks |
| 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 | evident with student expectation |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | teacher has opportunity to modify instruction |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | tasks are on grade level |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | students tasks align with 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 | tasks are grade level and age 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 | teacher and students are given enough time to complete the task |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | evident |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | included a variety of resources to deepen students' understanding |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | no errors |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | 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 | a variety of teaching strategies were presented |
| 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 error |
| 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 factual |

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| 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 includes real world examples |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | diverse learners can benefit |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | students can relate to word problems |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | content align with other subject areas |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | content meet the needs of the diverse learners in the classroom |
| 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 | age and grade level appropriate |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | the standards are covered and benchmarks align |

| Presentation | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | teacher is provided with sufficient resource to teach |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | benchmarks and standards 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 | consistency is evident |

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| 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 | presentation of materials attract student 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. | 5 - Very Good Alignment | suggested time on task 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 | content allows for diverse learners to succeed |
| 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 meets Florida's B.E.S.T. Standards |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | a variety of resources were included for students |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | a variety of themes are evident |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | expectations 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 | the tasks allows opportunities for students to work independently |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | learning progression is evident |
| 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 tasks allow for a variety of practice |

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| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | goals are clear with directions students can follow |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | benchmark aligns with standards |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | allows for a variety of teaching strategies |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | content is related to 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. | 5 - Very Good Alignment | assessment reflects benchmarks |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | content meet the needs of diverse learners |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | language development was included |
| 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 | content supports grade level 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 Race Theory in content |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | no Culturally Responsive teaching in content |

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| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | content align with Florida expectations |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | content and benchmarks align with Florida B.E.S.T. practice |

Reviewer's Name: Robin OBrien

Title: Florida Reveal Math, Grade 6

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [M/J Grade 6 Mathematics](#)

Bid ID: 417

| 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: Jason Rhodes

Title: Florida Reveal Math, Grade 6

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [1205010 - Grade Six Mathematics](#)

Bid ID: 417

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. The majority of videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|--------------------|--|
| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Font size can be adjusted in the platform. There are no built in options to change font style or color. 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. | 2 - Poor Alignment | The platform doesn't have any built in tools to adjust font colors, backgrounds, or contrast settings. 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. |

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| Text-to-speech tools. | 5 - Very Good Alignment | The platform has a built in text-to-speech tool that includes speed and volume controls. The tool can be used to read the whole page, or used to read a selection of text. |
| All images have alt tags. | 2 - Poor Alignment | Alt text does not appear when the mouse is hovered over an image, or when the image is clicked on and enlarged. |
| 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

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 2 - Poor Alignment | This feature is not available on the platform. 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. | 1 - Very Poor/No Alignment | While there is a Table of Contents that allows easy navigation through the platform, there are no keyboard shortcuts available in the platform. |
| 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

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | Highlighted text and annotations are automatically copied and gathered in their own menu page. Highlights and notes are sorted by page order. There is an option to export all highlights. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Students can add notes and annotations by selecting text. The text is underlined on the platform to indicate a note exists, and the notes are stored in their own menu, sorted by page. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|---|--------------------|---|
| Bid Response | | |
| <p><i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i></p> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - 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. |

| 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? | | |
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| Bid Response | | |
| <p><i>Florida Reveal Math includes a variety of materials in print and printable through the digital teacher center. - Student Edition (print book) - Spanish Student Edition (print book) - Language Development Handbook (Student Edition) (print book and PDFs online) - Florida Statewide Assessment Practice Workbook (print book and PDFs online) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Family Letter (Word document online) - Spanish Family Letter (Word document online) - Mathematical Thinking and Reasoning Standards (PDF online) - eToolkit User Guide (PDF online) - Work Mats (PDF online)</i></p> | | |

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Publisher offers paper based materials that match the online workbooks in both English and Spanish. Online PDF versions can also be printed out if needed. |

Reviewer's Name: Erin Anderson

Title: Florida Reveal Math, Grade 7

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Seven Mathematics](#)

Bid ID: 418

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.

You can tell this company has spent time trying to make their materials usable to all parties. The teacher materials are easy to follow, organized well, and align with our new B.E.S.T. standards. The student edition have real world visual images that assist student learning and engagement, have multiple opportunities for students to practice their

understanding of the standard. All in all this is a really good option for our state, teachers and students as we progress through the newly adopted B.E.S.T. standards

| 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 | A lot of lessons reflection this standard. |
| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 4 - Good Alignment | Would like to see a couple more lessons on 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 | Mets the standard and in multiple lessons. |
| 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 | Multiple lessons align to the standard. |
| MA.7.AR.3.1 | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. | 5 - Very Good Alignment | There are multiple lessons that hit this standard. |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 4 - Good Alignment | This standard is cycled back as a connecting benchmark in multiple lessons. |
| MA.7.AR.3.3 | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. | 4 - Good Alignment | Hits the different units of measurement in the standard. |

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| MA.7.AR.4.1 | Determine whether two quantities have a proportional relationship by examining a table, graph or written description. | 4 - Good Alignment | Makes connections to ratios. |
| 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 | Lots of references to graphs and tables; great examples. |
| 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 | Would like the student to be able to graph proportional relationships to tables more. |
| 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 | Great job on translating. |
| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 4 - Good Alignment | This is a high level of rigor standard and felt it needed more meat in book. |
| 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 | Great use of examples and lots of practice on topic allowed. |
| 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 | Lot of experiments and graphs used. |
| 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 | Categorical data is easily used to make predications. |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 5 - Very Good Alignment | Lots of references to circle graphs. |

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| MA.7.DP.1.5 | Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. | 4 - Good Alignment | Real World data sets used are good. |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 4 - Good Alignment | Multiple experiments used. |
| 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 | Lots of opportunity to practice using probability. |
| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 4 - Good Alignment | Experiments vary and give a lot of practice. |
| 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 | Meets the standard through various experiments. |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 5 - Very Good Alignment | Really like the real world picture examples and not just 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 | Does a great job of breaking down the steps of finding the area of a composite figure on multiple shapes. |
| 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 | Very low level recall information. |
| 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 | Like the break down of finding area of semicircles as well as the whole circle. |
| MA.7.GR.1.5 | Solve mathematical and real-world problems involving dimensions and areas of geometric | 4 - Good Alignment | Multiple uses of real world maps to help with scale drawing. |

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| | figures, including 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. | 2 - Poor Alignment | Only 1 example referencing surface area through the use of nets. |
| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 4 - Good Alignment | Good use of examples and use of pi. |
| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 3 - Fair Alignment | Would have liked more real world examples and not just finding the volume of a 2d shape. |
| 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 | Show examples and practice opportunities for intro. on 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. | 5 - Very Good Alignment | Has students rewriting rational numbers in multiple ways according to the standard. |
| MA.7.NSO.2.1 | Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value. | 3 - Fair Alignment | Would like more lessons and examples to solve multi-step operations with rational numbers. |
| MA.7.NSO.2.2 | Add, subtract, multiply and divide rational numbers with procedural fluency. | 5 - Very Good Alignment | Good job of supporting adding, subtracting, multiplying and dividing rational numbers through various lessons and example problems. |

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|--------------------------------|--|--------------------------------|--|
| MA.7.NSO.2.3 | <p>Solve real-world problems involving any of the four operations with rational numbers.</p> | <p>4 - Good Alignment</p> | <p>Multiple opportunities to practice the four operations with rational numbers through practice problems.</p> |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Really like the ignite lessons for each lesson. Gets students making observations and discussion before diving into the meat of the lesson.</p> |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are given multiple opportunities to work and show understanding of the math concepts.</p> |

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| | <ul style="list-style-type: none"> Choose a representation based on the given context or purpose. | | |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> 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 | In teacher book, there is a learning progression for each lesson so you can see where they came from and going with the standard.. There is also fluency checks built into the lessons. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> 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 | Has multiple opportunities for students to engage in mathematical discourse with their own thoughts about problems. Would like more opportunities for turn and talk with partners or error analysis problems. |

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| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Standards are spiraled back, lessons are connected and progressions of lessons are listed for teachers. Multiple lessons demonstrate step by step procedures as well as how to decompose complex problems.</p> |
| <p>MA.K12.MTR.6.1</p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Has students write about their work, but not prompting students to continually ask themselves does this make sense or justify their answers regularly.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> | <p>5 - Very Good Alignment</p> | <p>Multiple lessons had real world visuals, and problems to help students solve the</p> |

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| | <ul style="list-style-type: none"> • 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. | | questions and standards. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 3 - Fair Alignment | Not much having student cite evidence or prompting them to justify reasoning. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 4 - Good Alignment | Seems to be grade level appropriate text. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Students have to apply what they have learned in lesson through various problems to show comprehension. |
| 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 | Not much variety in situations through active listening and discussion. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Seems to fit. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Seems to fit. |
| 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 supporting materials are present in teacher editions digitally. |

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| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | ELL supporting materials are present in teacher editions digitally. |
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| Content | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | The majority of the curriculum seems to follow the B.E.S.T. Standards. There were a couple of standards that didn't met the level of our new standards, but overall pretty good. |
| 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 | Would have liked to seen more high leveled questioning built into lessons for students as well as error analysis problems that get students thinking. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | The lessons have parts that you can choose to do for extension activities to support the lessons. There are also review questions built in the beginning and end of lessons as well. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 4 - Good Alignment | Lessons seem to show examples that are real world for students to visualize will breaking down and working problems. Multiple examples and opportunities for students to practice mastery of concepts. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | Lessons seem to meet the level of rigor for the standards. There were only a few lessons where teachers would have to supplement other teaching |

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| | | materials to met the rigor of 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 complexity of the curriculum seems to fix what a 7th grade student is expected to know how to comprehend. |
| 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 | Lesson seem time manageable within the middle school period math block. There is more available for extension if time allows. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | Sources reflect expertise in the subject and materials. |
| 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 seem to contribute to 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 | Didn't see any typographical or visual image errors in either the teacher or student digital materials. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Teacher and student digital textbook materials seemed to be free of bias and contractions. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | Meets accuracy of 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 | Didn't see any mistakes on either the teacher or student digital copies. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Data and information seems to be up-to-date. |

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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | The content is presented 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 appropriate and relevant for 7th graders. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Real world problems seem appropriate and apply 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 | Connections are somewhat there for students. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | Don't see any multicultural issues. |
| 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 | Don't see any issues with humanity and compassion in materials. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | There were a couple of standards that needed more information and lessons to support the B.E.S.T. standard, but overall they seemed to hit the standard as it was intended. |

| 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 | Learning target and outcomes are visible to all parties involved. |

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| 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 | Flow seems to be logical and organized in a way that would benefit student 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 | Lots of real world visuals and references in student textbooks. |
| 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 | Amount of time spent on standards and lessons seem appropriate. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | Digital components were easy to navigate and utilize. |
| 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 digital versions are easy to utilize, flow well and align with our state standards. |

| Learning | Reviewer Rating | Rating Justification |
|--|-------------------------|---|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | All parts of lesson flow into each other gradually increasing in rigor. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Standards are spiraled back into lessons supporting the big ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Outcome is easy to understand and information is precise. |

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| <p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> | <p>4 - Good Alignment</p> | <p>I could see the where the lesson was taking students to become independent thinkers. Would have liked more higher thinking questions and problems though.</p> |
| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>4 - Good Alignment</p> | <p>In teacher section seems to be misconceptions, sample answers, and probing questions to drive thinking.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>4 - Good Alignment</p> | <p>Seem to fit.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>5 - Very Good Alignment</p> | <p>Goals and objectives are organized and labeled for all parties.</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>Very visible and easy to find!</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>Help to see where the lesson and objects are going before the actual lesson starts.</p> |
| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>Materials correlate with learning outcomes.</p> |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>4 - Good Alignment</p> | <p>Assessment strategies align with standards are learners level of performance.</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>5 - Very Good Alignment</p> | <p>UDL will be easy to complete through the teacher edition. All parts are labeled and clear when you are unpacking the standard and lesson.</p> |
| <p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or</p> | <p>4 - Good Alignment</p> | <p>All the Mathematical Thinking and Reasoning Standards are</p> |

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| Mathematical Thinking and Reasoning Standards as applicable? | | completely aligned, but didn't seem to find all the ELA Expectations. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | I would say that this textbook does a good job of fitting all the above objectives into their materials. There are some parts above that could be improved upon, but in general pretty 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 | Materials seem to align. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Materials seem to omit. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | Yes they do. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | They do not solicit. |

Reviewer's Name: Robin OBrien

Title: Florida Reveal Math, Grade 7

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [M/J Grade 7 Mathematics](#)

Bid ID: 418

| 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 | First example with a black student pic is basketball. Most pictures are of white people, unless sports-related. |

UDL Reviewer's Name: Jason Rhodes

Title: Florida Reveal Math, Grade 7

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [1205040 - Grade Seven Mathematics](#)

Bid ID: 418

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. The majority of videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|--------------------|--|
| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Font size can be adjusted in the platform. There are no built in options to change font style or color. 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. | 2 - Poor Alignment | The platform doesn't have any built in tools to adjust font colors, backgrounds, or contrast settings. 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. |

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| Text-to-speech tools. | 5 - Very Good Alignment | The platform has a built in text-to-speech tool that includes speed and volume controls. The tool can be used to read the whole page, or used to read a selection of text. |
| All images have alt tags. | 2 - Poor Alignment | Alt text does not appear when the mouse is hovered over an image, or when the image is clicked on and enlarged. |
| 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

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|---|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 2 - Poor Alignment | This feature is not available on the platform. 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. | 1 - Very Poor/No Alignment | While there is a Table of Contents that allows easy navigation through the platform, there are no keyboard shortcuts available in the platform. |
| 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

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| 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. | 4 - Good Alignment | Highlighted text and annotations are automatically copied and gathered in their own menu page. Highlights and notes are sorted by page order. There is an option to export all highlights. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 4 - Good Alignment | Students can add notes and annotations by selecting text. The text is underlined on the platform to indicate a note exists, and the notes are stored in their own menu, sorted by page. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
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| Bid Response | | |
| <i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 4 - 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. |

| 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? | | |
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| Bid Response | | |
| <i>Florida Reveal Math includes a variety of materials in print and printable through the digital teacher center. - Student Edition (print book) - Spanish Student Edition (print book) - Language Development Handbook (Student Edition) (print book and PDFs online) - Florida Statewide Assessment Practice Workbook (print book and PDFs online) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Family Letter (Word document online) - Spanish Family Letter (Word document online) - Mathematical Thinking and Reasoning Standards (PDF online) - eToolkit User Guide (PDF online) - Work Mats (PDF online)</i> | | |

| Review | Rating | Comments |
|--------|--------------------|--|
| | 4 - Good Alignment | Publisher offers paper based materials that match the online workbooks in both English and Spanish. Online PDF versions can also be printed out if needed. |

Reviewer's Name: Kelly Vest

Title: Florida Reveal Math, Grade 7

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Seven Mathematics](#)

Bid ID: 418

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 believe this teaching tool to be very effective in delivering and teaching the Florida BEST Standards. All standards are taught clearly and efficiently with all clarifications met. The questions posed to students have varying levels of difficulty to reach a variety of learners. There is a focus on productive struggle and many opportunities for students to

engage in academic discourse. I think this program offers many opportunities for progress monitoring with both formative and summative assessment both using computers and paper and pencil assessments. Teacher planning is streamlined and made easy with the use of the teacher tools. I really like how the teacher can build and personalize their lessons with the digital teacher platform as well as assign students to practice problems. I also think the addition of the ALEKS program will help gather data on learners. The only weakness I see with the program is that I am not sure the suggested pacing is accurate. I believe the lessons will take longer to teach than suggested.

| 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 | I think there are many strategies presented for this topic. However, these links that are provided do not show examples of this standard but rather NSO standards. I found examples of this standard on my own. |
| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 5 - Very Good Alignment | I like the way these standards are presented. However these links so not correspond to the MA.7.AR.1.2 standard, I found the correlation on my own |

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| 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 | All of the clarifications are evident |
| 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 | Ample opportunities for graphing and solving algebraically. |
| MA.7.AR.3.1 | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. | 5 - Very Good Alignment | Clarification 1 is very well represented throughout the lessons |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 5 - Very Good Alignment | Good job integrating this standard across several lessons and connecting standards |
| 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 examples of real word problem solving |
| 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 | Good examples of tables, graphs, and descriptions |
| 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 | The constant of proportionality is taught in all formats that are expected |
| 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 examples are relevant to students |
| 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 | All representations are portrayed and assessed well |
| MA.7.AR.4.5 | Solve real-world problems involving proportional relationships. | 5 - Very Good Alignment | Good job with the connecting this |

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| | | | standard to geometry standards |
| MA.7.DP.1.1 | Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. | 5 - Very Good Alignment | All types of displays are represented. i |
| 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 | Good representation on a variety of ways to collect and analyze the data |
| 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 | I like how this standard is presented with the vocabulary and terms clearly explained. |
| MA.7.DP.1.4 | Use proportional reasoning to construct, display and interpret data in circle graphs. | 5 - Very Good Alignment | Plenty of opportunities to both create and interpret the data |
| 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 | Guiding questions help students determine the appropriate display |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 5 - Very Good Alignment | A variety of experiments are represented according to the clarification |
| 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 | All clarifications are covered |
| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 5 - Very Good Alignment | All clarifications are covered well |

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| 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 | Simulations are taught for all required events |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 5 - Very Good Alignment | Clearly shows that the formulas are derived from decomposing shapes into triangles |
| MA.7.GR.1.2 | Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. | 5 - Very Good Alignment | Clarifications are met. |
| 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 | Would like to see more exploration with real world objects to see relationship 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 | I do not see anything to support Clarification 2: Finding the area of fractional parts of a circle. Other clarifications are 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. | 5 - Very Good Alignment | All clarifications are met |
| 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 | Nets are taught, but would like to see more provided to students as practice. |
| MA.7.GR.2.2 | Solve real-world problems involving surface area of right circular cylinders. | 5 - Very Good Alignment | Problems are appropriate to students. |

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| MA.7.GR.2.3 | Solve mathematical and real-world problems involving volume of right circular cylinders. | 5 - Very Good Alignment | Many types of problems provided. |
| 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 | I like how this benchmark is used as a connecting benchmark to rational number operations. |
| 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 | Benchmark is taught well and there are many additional connecting lessons for benchmark to be reinforced and fluency developed |
| 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 the rigor of the questions. |
| MA.7.NSO.2.2 | Add, subtract, multiply and divide rational numbers with procedural fluency. | 5 - Very Good Alignment | Benchmark is taught well and there are many additional connecting lessons for benchmark to be reinforced and fluency developed |
| MA.7.NSO.2.3 | Solve real-world problems involving any of the four operations with rational numbers. | 5 - Very Good Alignment | Appropriate and relevant problems for students. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. | 5 - Very Good Alignment | I like the Apply exercises the best. |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 like the different digital tools. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | There are many activities and practice provided for students to practice skills taught and increase fluency. |

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| | <ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 | I appreciate the guiding questions located throughout the TE to help focus on direct student discourse. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | I think the digital tools do a good job of showing students the patterns observed in math before introducing the methods used to solve the problem. |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. | 5 - Very Good Alignment | I like the Talk About it sections in the student text |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | 5 - Very Good Alignment | I think the launch videos and probe activities are excellent examples of making connections to real world problem solving |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | The questioning throughout the test helps to support teaching students how to justify their reasoning. |

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| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>There are many opportunities for students to read and comprehend the problems throughout the text.</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>Ignite activities are good for student engagement and to ask students to recall prior knowledge and inferencing skills to solve problems.</p> |
| ELA.K12.EE.4.1 | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>There are multiple problems in every lesson including the Talk About it problems that teachers can use to encourage student discourse. I think the guiding questions included in the teacher resource will help those teachers who may not be as comfortable with student discussion in their classroom.</p> |
| ELA.K12.EE.5.1 | <p>Use the accepted rules governing a specific format to create quality work.</p> | <p>5 - Very Good Alignment</p> | <p>Examples are provided to help differentiate the lesson for all types of learners. These activities are explained well with clear examples of what is expected of students so that teachers can be clear with students regarding expectations</p> |

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| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | There are ample opportunities for students to engage in mathematical discourse and practice voice and tone. |
| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Each lesson begins with a section on how to support English Language Learners and there are opportunities for differentiation throughout the lessons that offer suggestions as well. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Each lesson begins with a section on how to support English Language Learners and there are opportunities for differentiation throughout the lessons that offer suggestions as well. |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | All standards are presented and outcomes are clearly stated. |
| 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 | I think there are a variety of DOK levels. I like the productive struggles sections as well. |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | There are a variety of print and online resources available for both the teacher and student. |
| 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 guided note format of the student textbook or the digital option will help the students to learn the material effectively. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | I appreciate the rigor and depth of the problems presented. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | I think the level of complexity is appropriate and will allow for productive struggle in the classroom |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 4 - Good Alignment | I think the pacing of lessons may not be realistic to really engage students in the way the text is suggesting |
| 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 like the information on famous mathematicians! |
| 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 real world information makes math more meaningful to the students. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | All material is accurate, no mistakes were seen |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | All material is presented objectively. 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 | A material is up to date and vocabulary and formulas match what is expected in the new BEST standards |

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| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | All material is accurate, 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 | All teaching methods presented were accurate. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | All content was presented in and appropriate content relevant to students' lives |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | All content was presented in and appropriate content relevant to students' lives |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | All content was presented in and appropriate content relevant to students' lives |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | There are many links to other subjects, science connections are made, but also art, history, and ELA concepts are included. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | All portrayals are fair and unbiased. |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Humanity and compassion are considered fully. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 5 - Very Good Alignment | All Benchmarks and Standards are covered fully in the material with attention paid to both benchmarks and all clarifications. |

| Presentation | Reviewer Rating | Rating Justification |
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| <p>1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.</p> | <p>5 - Very Good Alignment</p> | <p>There are a variety of student resources. The guided notes of the student journal eliminate the need for the teacher to prepare notes and I like the foldables and graphic organizers provided. The ability to assign students extra practice digitally also eliminates the need for teachers to search for more practice elsewhere.</p> |
| <p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p> | <p>5 - Very Good Alignment</p> | <p>All components work seamlessly together. The teacher dashboard easily allows the teacher to see all available resources and pick the ones right for their lesson and students.</p> |
| <p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p> | <p>5 - Very Good Alignment</p> | <p>The digital teacher platform allow for easy organization of all materials.</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>5 - Very Good Alignment</p> | <p>The problems, pictures, and models given are appropriate to the students and spark engagement.</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>4 - Good Alignment</p> | <p>I think the suggested pacing might be over estimated for the average teacher/</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>5 - Very Good Alignment</p> | <p>There are multiple ways for students to respond to problems most notably both a paper and digital textbook. In addition there are many suggestions for differentiation based on leaning style and skill level.</p> |

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| 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 have appropriate problems, study tools, and study guides to engage students. Teaching materials are present in an organized format and easily accessible to teachers. |
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| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | There are a variety of materials to maintain learner motivation, the ignite videos at the beginning of the modules, the Think About it Questions, and the Probes are a few examples of engaging the students. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | Ideas and Concepts are thoroughly taught with the use of practice and guided questions posed to students. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | Each lesson begins with clear objectives, and standards as well as the learning progression related to the skill being taught. |
| 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 teacher's guide provides guided questions to facilitate academic discourse and inquiry based learning which will help students become independent thinkers. The student texts also provide scaffolding of lessons with guided questions to help students better understand the mathematical thinking |

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| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> | <p>5 - Very Good Alignment</p> | <p>Each lesson has examples for differentiation both in the beginning of the lesson and sprinkled throughout.</p> |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p> | <p>5 - Very Good Alignment</p> | <p>Questions are rigorous and require the use of productive struggle.</p> |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p> | <p>5 - Very Good Alignment</p> | <p>There are many activities that allow the students to extend their thinking including the ignite activities, lesson launch, apply problems, and math probes</p> |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>5 - Very Good Alignment</p> | <p>The instructional materials include strategies that are known to be successful to teach the curriculum requirements. Many lessons begin with an explore activity that allows the students to use virtual manipulatives to explore the standard being taught at the representational level. Additionally there are foldables and graphic organizers available for teacher and student use to further explore concepts.</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p> | <p>5 - Very Good Alignment</p> | <p>The instructional materials include strategies that are known to be successful to teach the curriculum requirements. Many lessons begin with an explore activity that allows the students to use virtual manipulatives to explore the standard being taught at the representational level. Additionally there are foldables and graphic organizers available for teacher</p> |

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| | | and student use to further explore concepts. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | There are a variety of formative and summative assessments available to students and teachers. Exit ticket suggestions are given, paper and computer based practice is given for each lesson. Paper and computer based summative tests are supplied and editable. The ALEKS program will also allow for progress monitoring of 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 | There are a variety of formative and summative assessments available to students and teachers. Exit ticket suggestions are given, paper and computer based practice is given for each lesson. Paper and computer based summative tests are supplied and editable. The ALEKS program will also allow for progress monitoring of students. |
| 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 many opportunities for differentiation throughout the program. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | Yes, There are opportunities for student to incorporate their ELS standards by reading problems and writing answers that require explanations. Additionally the MTRs can be found throughout the program in the many activities and problems presented to students. |

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| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p> | <p>5 - Very Good Alignment</p> | <p>This teaching tool and supporting materials does satisfy the learning requirements. It thoroughly teaches all standards using a variety of problems and activities that are engaging to students. Standards are taught using methods that have been established as effective and are mentioned in the BEST Learning Standards. Differentiation is evident and applicable to students. Overall learning will occur with the use of this program. t</p> |
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| Special Topics | Reviewer Rating | Rating Justification |
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| <p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p> | <p>5 - Very Good Alignment</p> | <p>Yes, there is no evidence of CRT in the program.</p> |
| <p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>Yes instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training</p> |
| <p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p> | <p>5 - Very Good Alignment</p> | <p>Yes, instructional materials omit Social Justice as it relates to CRT</p> |
| <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>5 - Very Good Alignment</p> | <p>There is no solicitation of SEL in the text.</p> |

Reviewer's Name: Cynthia Higgins

Title: Florida Reveal Math, Grade 8 Pre-Algebra

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

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

Bid ID: 419

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.

Overall the materials satisfy many of the components required for instructional materials adoption for the State of Florida. What is missing, however, is a glaring lack of examples for the struggling students to feel success with the concepts throughout the materials. There exists nice exposure and examples for the students who need

enrichment. The Grade 8 Math course is intense and requires a lot of prior knowledge to be mastered for successful completion and to enable the learner to be completely ready for Algebra 1. With that in mind, a strong or experienced teacher will be able to supplement the materials with tried and true strategies from their existing teacher toolbox. If a district adopted these materials for Grade 8 Math and an inexperienced or weak teacher was to only use these materials, the struggling students would not have the same opportunity to succeed as the student who needs enrichment or acceleration.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to previous, current, and next lesson. Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 4 - Good Alignment | Nice examples and NON-examples, "Why is ___ not the correct answer?" Not sure that the practice problems will be effective for the students who struggle with fractions and decimals still. Would |

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| | | | like to see more whole numbers in this lesson before bombarding the students with fractions, decimals, and irrational numbers like pi. |
| 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 | Nice examples and NON-examples, "Why is ___ not the correct answer?" Not sure that the practice problems will be effective for the students who struggle with fractions and decimals still. Would like to see more whole numbers in this lesson before bombarding the students with fractions, decimals, and irrational numbers like pi. |
| 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 | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concept of solving variables on both sides. Excellent exposure and examples for the students who need enrichment. |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 4 - Good Alignment | Meets standard, but does not provide enough |

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| | | | differentiation and scaffolding supports. |
| 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 | Relevant real-world examples of the content. Rigor is scaffolded nicely. |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | Relevant real-world examples of the content. Rigor is scaffolded nicely. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 4 - Good Alignment | Meets standard, but does not provide enough differentiation and scaffolding supports. |
| 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 | There are fewer examples and less differentiation ideas shared in this topic. Feels like it is missing more scaffolding and better examples are needed. |
| 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. | 3 - Fair Alignment | Practice materials do not allow entry point for students who struggle with fractions and decimals. |
| 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 | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the |

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| | | | students who need enrichment. |
| 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 | More practice problems should be included. |
| 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. | 2 - Poor Alignment | Student success for your coverage of this standard depends entirely on whether or not the student can graph lines accurately. |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 5 - Very Good Alignment | Strong scaffolding and nice real-world examples. There is an entry point for all learners and opportunity to build the skills from one lesson to the next. |
| 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 | Nice alignment, but the number of practice problems is not sufficient. |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 3 - Fair Alignment | Feels like this standard should have more opportunity to practice, separate from 8.DP.1.1. |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | Meets the benchmark quite well, and does not push the student into writing the equation of the of best fit. |

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| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 5 - Very Good Alignment | Nice examples of common types of sample spaces and good amount of easy to more challenging questions. |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 5 - Very Good Alignment | Nice coverage of the benchmark. Especially like the variety of requiring of fractions, decimals, and percents to express the probabilities. |
| 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 | Use of the language "relative frequency" is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark. |
| MA.8.F.1.1 | Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. | 4 - Good Alignment | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding needed so struggling students can have more success before encountering the more challenging problems. |
| MA.8.F.1.2 | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. | 3 - Fair Alignment | Inadequate practice problems are provided. This concept needs lots of practice and reinforcement with more student-friendly real-world problems. |

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| MA.8.F.1.3 | <p>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.</p> | <p>3 - Fair Alignment</p> | <p>Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems.</p> |
| MA.8.GR.1.1 | <p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.</p> | <p>4 - Good Alignment</p> | <p>Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems.</p> |
| MA.8.GR.1.2 | <p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.</p> | <p>4 - Good Alignment</p> | <p>Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems.</p> |
| MA.8.GR.1.3 | <p>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.</p> | <p>5 - Very Good Alignment</p> | <p>Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the</p> |

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| | | | students who need enrichment. |
| MA.8.GR.1.4 | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. | 4 - Good Alignment | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems. |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 5 - Very Good Alignment | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment. |
| 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 | Content aligns nicely to the benchmark. Good coverage of this sometimes challenging benchmark. Excellent exposure and examples for the students who need enrichment. |
| 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 | Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with |

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| | | | more student-friendly real-world problems. |
| 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 | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment. |
| MA.8.GR.2.3 | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. | 2 - Poor Alignment | Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 "Build Perseverance" problem is way outside the limits/clarifications for this benchmark. |
| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 5 - Very Good Alignment | Strong scaffolding and nice real-world examples. There is an entry point for all |

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| | | | learners and opportunity to build the skills from one lesson to the next. |
| 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 | Strong scaffolding and nice real-world examples. There is an entry point for all learners and opportunity to build the skills from one lesson to the next. |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 5 - Very Good Alignment | Nice coverage for a non-challenging benchmark (if foundational knowledge is evident). |
| 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 | Good layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to previous, current, and next lesson. Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension. |
| 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 | Good layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to previous, current, and next lesson. |

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| | | | Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension. |
| MA.8.NSO.1.5 | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. | 4 - Good Alignment | There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. |
| MA.8.NSO.1.6 | Solve real-world problems involving operations with numbers expressed in scientific notation. | 4 - Good Alignment | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging 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 | There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. |
| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others: | 5 - Very Good Alignment | The MTR benchmarks are covered nicely throughout the materials. Ignite! |

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| | <ul style="list-style-type: none"> 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. | | <p>activities are engaging and student-friendly for the most part.</p> |
| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> 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. | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered well throughout the materials. Talk About It! And Think About It! activities are engaging and student-friendly and allow the student self-expression of the ideas. Most of the Apply examples are really nice, however, some Apply problems will be out of reach for the struggling students; hence the Think About It and Talk About It hit this benchmark better.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered nicely throughout the materials. Students and teachers have lots of opportunities that are engaging and student-friendly</p> |

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| | <ul style="list-style-type: none"> • 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. | | where mathematical fluency is built, practiced, and evidenced. |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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 MTR benchmarks are covered nicely throughout the materials. Scaffolding opportunities exist so that students can reflect on the thinking of self and others and communicate about the thinking, analysis, and comparison of the different methods/strategies used to problem-solve. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | The MTR benchmarks are covered nicely throughout the materials. Scaffolding opportunities exist so that students can use prior knowledge and use patterns and structure to help connect with new content and ideas and determine what is important, what is unknown, and plan |

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| | <ul style="list-style-type: none"> 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. | | ways to solve the problems. |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 MTR benchmarks are covered nicely throughout the materials. Students are directed to assess the reasonableness of answers on a regular basis and frequent error analysis problems help them focus on this benchmark. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 | The MTR benchmarks are covered nicely throughout the materials for the most part. Most of the real-world problems are relevant to the students, however, some are very challenging. More scaffolding for this benchmark could be provided in the form of easier examples in the Apply and Real-Word sections of the materials and student practice. |

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| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to cite evidence and explain their reasoning and thinking.</p> |
| <p>ELA.K12.EE.2.1</p> | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered nicely within the materials. Opportunity exists for students to develop into readers and comprehenders of grade-level texts. The Differentiated Resources and Language Development Support provided give plenty of opportunities and ideas for the teacher to stimulate prior knowledge and connect concepts within language as well as mathematics.</p> |
| <p>ELA.K12.EE.3.1</p> | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered nicely within the materials. Inferences are a difficult concept for many students, but the materials give opportunity for the teacher to expose students to recognizing or inferring relationships to improve the</p> |

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| | | | understanding of the topics. |
| 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 ELA-EE benchmarks are covered well within the materials. This benchmark is entirely dependent on the teacher as manager of a classroom where talking/sharing is encouraged, however, there is ample opportunity for students to engage in mathematical discourse throughout the flow of the lessons. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to effectively present information that meets specified formats to create quality work, including the use of graphic organizers, Write About It! Problems, and critiquing others' work by argument and/or analysis. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to use appropriate voice and |

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| | | | tone when writing or speaking about mathematics. Students are encouraged to write their own problems in nearly every lesson. |
| 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 | Excellent coverage of this standard exists in the materials. Differentiated Resources and Language Development Support are presented in detail for each lesson. Scaffolding and Facilitating mathematical discourse are also discussed and provided for each lesson. Use of graphic organizers also provides opportunities for ELL students to organize and process the information. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | Coverage of this standard is adequate, but could be improved throughout. It seems that perhaps it was forgotten about and could have been targeted in many, many more lessons. |

| Content | Reviewer Rating | Rating Justification |
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| <p>1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.</p> |
| <p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p> | <p>4 - Good Alignment</p> | <p>A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.</p> |
| <p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p> | <p>4 - Good Alignment</p> | <p>A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.</p> |
| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>3 - Fair Alignment</p> | <p>Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>3 - Fair Alignment</p> | <p>Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>3 - Fair Alignment</p> | <p>Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>4 - Good Alignment</p> | <p>Acceptable timelines for the content.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>4 - Good Alignment</p> | <p>Nice variety of information throughout the materials with adequate sources cited to reflect expert information.</p> |

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| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>4 - Good Alignment</p> | <p>Nice variety of information throughout the materials with adequate sources cited to reflect expert information.</p> |
| <p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p> | <p>4 - Good Alignment</p> | <p>Content is pleasing to the eye and no typo or visual errors were noted, except as noted for MA.8.DP.2.3.</p> |
| <p>11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).</p> | <p>5 - Very Good Alignment</p> | <p>Material is presented objectively and no instances of bias, contradictions or non-inflammatory nature noted.</p> |
| <p>12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).</p> | <p>5 - Very Good Alignment</p> | <p>Material is representative of mathematics, and includes prevailing theories, concepts, standards, and models used within the discipline.</p> |
| <p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p> | <p>4 - Good Alignment</p> | <p>Content is accurate, except as noted for MA.8.DP.2.3.</p> |
| <p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.</p> |
| <p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.</p> |
| <p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.</p> |
| <p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p> | <p>5 - Very Good Alignment</p> | <p>Mathematical content allows for excellent real-world</p> |

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| | | examples and connections that are engaging and meaningful for the learners. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | Mathematical content allows for excellent real-world examples and connections that are engaging and meaningful for the learners. |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | No evidence of biased portrayals of any groups is noted throughout the materials. |
| 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 evidence of portrayals of inhumanity or discompassionate portrayals of people or animals is noted throughout the materials. Absolutely no evidence of hard-core or any other type of pornography or inhumane treatment exists in the materials. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | Throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. |

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| <p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p> | <p>5 - Very Good Alignment</p> | <p>Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.</p> |
| <p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p> | <p>5 - Very Good Alignment</p> | <p>Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> | <p>4 - Good Alignment</p> | <p>Colorful visuals within the Student Edition are engaging and appeal to all ability levels; narratives are grade-level appropriate, however, students who struggle with language or are not on grade-level reading ability will experience difficulty unless provided lots of language/comprehension support.</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> | <p>4 - Good Alignment</p> | <p>Acceptable timelines for the content. Struggling students including ESE, ELL, and others who are not on grade level will experience difficulties with the amount of content per lesson.</p> |
| <p>6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).</p> | <p>3 - Fair Alignment</p> | <p>UDL is evident, however, there is simply not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.</p> |
| <p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p> | <p>4 - Good Alignment</p> | <p>With the exception of lack of scaffolding for struggling students, this submission satisfies the presentation requirements rather well. For use in a general education classroom or advanced learners, the material is nearly perfect.</p> |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | Interesting relevant real-world examples throughout the material will engage and motivate students. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | The Grade 8 Math course is intense and requires a lot of prior knowledge to be mastered for successful completion and to enable the learner to be completely ready for Algebra 1. With that in mind, the materials cover the Big Ideas thoroughly and with cohesion to the important ideas, concepts, and themes. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | For an experienced teacher, the amount of explicit instruction is covered nicely in the TE; for the less experienced teacher, however, in-depth training for more explicit instruction will be required. |
| 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 | Opportunity exists for some students to safely and successfully become more independent learners and thinkers, however, struggling learners or those who are unmotivated, or those with a less experienced teacher, may not take advantage of the opportunities within the materials. In-depth training will be required to make sure that these are highlighted for all teachers and learners. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 3 - Fair Alignment | Throughout the materials, there are not enough examples for the struggling students to |

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| | | feel success with the concepts. Nice exposure and examples for the students who need enrichment. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Materials are pleasing to the eye and should engage the students mentally. Physical engagement of the content would most likely be directed by the teacher. |
| 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 | Although organization of the materials shows logical extensions of the content, goals, and objectives, throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need 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. | 4 - Good Alignment | Materials offer instructional strategies that when used by an experienced or motivated teacher should aid in successful teaching the learning outcomes required by the curriculum. A weaker or less experienced teacher may not take advantage of the instructional strategies - in-depth training will be required so that all teachers, regardless of their skill level will use the materials to the highest extent possible. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | The organization of the materials includes excellent instructional strategies that should be effective in teaching the targeted outcomes. |

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| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>From what was available for me to review, the materials correlate assessment strategies well to the desired learning outcomes. Differentiated instructional ideas and lesson organization provide a variety of formative assessment throughout the lessons.</p> |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>4 - Good Alignment</p> | <p>From what was available for me to review, the materials correlate assessment strategies well to the desired learning outcomes. Differentiated instructional ideas and lesson organization provide a variety of formative assessment throughout the lessons.</p> |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p> | <p>4 - Good Alignment</p> | <p>Although the materials incorporate strategies, materials, activities, etc., that consider the needs of all students, throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p> |
| <p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p> | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered well within the materials. The MTRs are also covered well within the materials. See individual ratings for ELA-EE benchmarks and MTRs.</p> |
| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p> | <p>4 - Good Alignment</p> | <p>In general, these materials satisfy the LEARNING requirements. The lack of examples for the struggling students to feel success with</p> |

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| | | the concepts does not permit me to give a rating of 5 - Very Good Alignment. |
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| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5 - Very Good Alignment | No evidence of Critical Race Theory was noted within the instructional materials. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No evidence of Culturally Responsive Teaching was noted within the instructional materials. |
| 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 Culturally Responsive Teaching was noted within 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 | No evidence of Social Emotional Learning (SEL) was noted within the instructional materials. |

UDL Reviewer's Name: Clayton Littell

Title: Florida Reveal Math, Grade 8 Pre-Algebra

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

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Edition: 1

Grade Level: 6-8

Course: [1205070 - Grade Eight Mathematics: Pre-Algebra](#)

Bid ID: 419

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. The majority of videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|---|--------------------|---|
| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Publisher reports that font and type size can be adjusted using browser's built-in tools. No built-in tools for changing font type and size. Publisher reports that custom color settings are not included in platform. |
| Background: High contrast color settings are available. | 3 - Fair Alignment | Publisher reports that platform supports individuals display preferences regarding high contrast and inverted color displays. No built-in tools for changing contrast or inverted color displays in platform. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted. |

| | | |
|--|-------------------------|---|
| Text-to-speech tools. | 5 - Very Good Alignment | Platform has built-in text-to-speech tools and also supports third-party screen reading software. |
| All images have alt tags. | 2 - Poor Alignment | Publisher reports that all images have alt-tags. Built-in text-to-speech tool and the screen reader skip over the images. |
| All videos are captioned. | 2 - Poor Alignment | Publisher reports not all videos have closed captioning. Consistency of accessibility cannot be predicted. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 5 - Very Good Alignment | Publisher reports that content is compatible with refreshable Braille displays. I do not have the equipment to test. |

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

Bid Response

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|-------------------------|--|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 5 - Very Good Alignment | Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed. |
| All navigation elements and menu items have keyboard shortcuts. | 2 - Poor Alignment | Publisher reports there are no custom keyboard shortcuts. Consistency of accessibility cannot be predicted. |
| All navigation information can be sent to refreshable Braille displays. | 5 - Very Good Alignment | Publisher reports that content is compatible with refreshable Braille displays. I do not have the equipment to test. |

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

Bid Response

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| Review | Rating | Comments |
|--|-------------------------|--|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 5 - Very Good Alignment | Publisher reports 4 standard color highlighters are available. Consistency confirmed. |
| Highlighted text can be automatically extracted into another document. | 5 - Very Good Alignment | Publisher reports highlighted text can be exported to PDF document. Consistency confirmed. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 5 - Very Good Alignment | Publisher reports that note-taking tools are available within learning resources. Consistency confirmed. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|---|--------------------|---|
| <p>Bid Response</p> <p><i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i></p> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 3 - Fair Alignment | Publisher reports all lessons provide some AT accessibility, but testing is still on-going. |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| <p>Bid Response</p> <p><i>Florida Reveal Math includes a variety of materials in print and printable through the digital teacher center. - Student Edition (print book) - Spanish Student Edition (print book) - Language Development Handbook (Student Edition) (print book and PDFs online) - Florida Statewide Assessment Practice Workbook (print book and PDFs online) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Family Letter (Word document online) - Spanish Family Letter (Word document online) - Mathematical Thinking and Reasoning Standards (PDF online) - eToolkit User Guide (PDF online) - Work Mats (PDF online)</i></p> | | |

| Review | Rating | Comments |
|--------|-------------------------|---|
| | 5 - Very Good Alignment | Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed. |

Reviewer's Name: Robin OBrien

Title: Florida Reveal Math, Grade 8 Pre-Algebra

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [M/J Grade 8 Pre-Algebra](#)

Bid ID: 419

| 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 | However most of the examples with cartoon people are white people. |

Reviewer's Name: Linda Spanjer-Furstenburg

Title: Florida Reveal Math, Grade 8 Pre-Algebra

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

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

Bid ID: 419

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.

| 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 | The order the content is being taught is out of order. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 3 - Fair Alignment | Simple lessons, |
| 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 | Needs more fluency practice questions |
| 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 | Needs more fluency practice questions |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 3 - Fair Alignment | Simple fluency problems, but very rigorous word problems. |
| 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 | Good digital support. |
| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 3 - Fair Alignment | Simple fluency problems, but very rigorous word problems. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 3 - Fair Alignment | Like the learning progressions |
| 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 | Like the warmup activities prior to the start of the lessons. |

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| 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 | Like the language development using the math vocabulary. |
| 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 | Like the online questions, but not too rigorous. |
| 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 | Needs more rigorous examples. |
| MA.8.AR.4.2 | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions. | 3 - Fair Alignment | Not enough rigorous examples that students need to be able to answer the questions successfully. |
| MA.8.AR.4.3 | Given a mathematical or real-world context, solve systems of two linear equations by graphing. | 4 - Good Alignment | Good Application questions. |
| 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 | Like the progression model at the beginning of the TE, and then good purposeful questions to allow for student thinking. |
| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught. |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student |

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| | | | in practicing the skill being taught. |
| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught. |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught. |
| 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 | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught. |
| 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 | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught. |
| MA.8.F.1.2 | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. | 3 - Fair Alignment | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| MA.8.F.1.3 | Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. | 3 - Fair Alignment | Good space to write down the notes, just wish there was more practice problems to show the students |

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| | | | who may not get it the first time. |
| 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 | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| 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 | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| 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 | Warm-up questions are a great segway to the skill being taught. |
| MA.8.GR.1.4 | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. | 3 - Fair Alignment | Warm-up questions are a great segway to the skill being taught. |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 3 - Fair Alignment | Warm-up questions are a great segway to the skill being taught. |
| 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 | Warm-up questions are a great segway to the skill being taught. |
| 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 | Good examples, to teach the lesson, especially the Common Misconceptions |

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| 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 | Good examples, to teach the lesson, especially the Common Misconceptions |
| MA.8.GR.2.3 | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. | 3 - Fair Alignment | Good examples, to teach the lesson, especially the Common Misconceptions |
| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 4 - Good Alignment | Good examples, to teach the lesson, especially the Common Misconceptions |
| 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 | Good examples, to teach the lesson, especially the Common Misconceptions |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| 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 | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| MA.8.NSO.1.4 | Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what |

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| | times larger or smaller one number is compared to a second number. | | resources are available for the RTI program. |
| MA.8.NSO.1.5 | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| MA.8.NSO.1.6 | Solve real-world problems involving operations with numbers expressed in scientific notation. | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| 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 | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 Ignite activity opens up student discourse. |

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| <p>MA.K12.MTR.2.1</p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Students are given open to solve the problems in whatever way they wish to solve them.</p> |
| <p>MA.K12.MTR.3.1</p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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. | <p>3 - Fair Alignment</p> | <p>Good examples to allow students to work together to solve the problems.</p> |
| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> | <p>4 - Good Alignment</p> | <p>There is constant math discourse amongst the lesson, reinforcing students to communicate</p> |

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| | <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | | strategies to use to solve the problems. |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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 | The Ignite section allows the students to converse on methods to use to use previously taught concepts to solve new concepts. |
| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | 3 - Fair Alignment | There is a lot of discussion about the problems,, it may be |

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| | <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | | <p>too much discussion, and not enough practice time for them.</p> |
| <p>MA.K12.MTR.7.1</p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>Great real life correlations.</p> |
| <p>ELA.K12.EE.1.1</p> | <p>Cite evidence to explain and justify reasoning.</p> | <p>3 - Fair Alignment</p> | <p>The program allows students to have open discussions and cite evidence to explain the reasonableness of the situations.</p> |
| <p>ELA.K12.EE.2.1</p> | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>3 - Fair Alignment</p> | <p>There could be more fluency examples to practice with the</p> |

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| | | | fluency of the problems. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 4 - Good Alignment | Great review of the vocabulary that will be discussed in the beginning of each lesson. |
| 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 is engagement of mathematical discourse and higher order thinking questions. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 3 - Fair Alignment | There's ample amount of space for students to write about their thoughts. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 3 - Fair Alignment | There's ample amount of space for students to write about their thoughts. |
| 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 | There is a good amount of resources that ELL students can utilize to be successful with the skill being taught. . |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | There is a good amount of resources that ELL students can utilize to be successful with the skill being taught. . |

| Content | Reviewer Rating | Rating Justification |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Content aligns with the new standards. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course. | 4 - Good Alignment | The skill level is correct. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 4 - Good Alignment | Very adaptable |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 2 - Poor Alignment | There could be more hands on examples prior to the online examples. Not all have computers or technology to use for homework. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 4 - Good Alignment | The level of complexity matches the standards complexity. |
| 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 | There's prior knowledge content, current content to prepare for the next lesson. |
| 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 | Spread out enough, however, some of the lessons can be combined to teach a concept. It will depend on the type of schedule the school has. |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 3 - Fair Alignment | Fair quality, relatable to students. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 3 - Fair Alignment | Fair quality, relatable to students. |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 3 - Fair Alignment | Didn't see any typographical errors. |

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| 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). | 3 - Fair Alignment | Content is objectively presented. |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 3 - Fair Alignment | Content is objectively presented. |
| 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 noticed. |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | Up to Date. |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 4 - Good Alignment | Yes |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 3 - Fair Alignment | Appropriate for students at the 8t grade level |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 4 - Good Alignment | Relatable. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 2 - Poor Alignment | Relatable. |
| 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 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 | No cruetly noticed. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | Yes |

| Presentation | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 2 - Poor Alignment | Teacher has to prepare material prior to the lesson, depending on the level of students he or she has. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 3 - Fair Alignment | Yes |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 3 - Fair Alignment | Even though I feel they could have been combined in some aspects. |
| 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 | Clear and legible. |
| 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 | It's given at a good pace, but it depends on which schedule a teacher follows. |
| 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 | Good differentiation, however, I did not see much of the RTI 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). | 4 - Good Alignment | Clear, concise, but could have been combined depending on the schedule the teacher has. |

| Learning | Reviewer Rating | Rating Justification |
|---|--------------------|--|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | Relatable, but can still be more motivating. |

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| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Spread out between lessons, but I think they can be combined. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 4 - Good Alignment | Very clear, to the point. |
| 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 | Open discussion allows the kids to become independent learners, but more fluency practice problems can be put in place. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 4 - Good Alignment | Adaptable |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 4 - Good Alignment | Engaging conversation starters. |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 3 - Fair Alignment | The material is presented in a logical order. |
| 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 | Teacher has to be the one to implement the teaching strategies, this cannot be found in book. |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 3 - Fair Alignment | Not too fond of the materials, would have liked a hands on copy to view it |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 4 - Good Alignment | Aligns with progress monitoring. |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 4 - Good Alignment | Aligns with progress monitoring. |

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| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | Good Differentiation |
| 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 | Yes |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | Satisfies the learning requirements, but can be a little more rigorous |

| Special Topics | Reviewer Rating | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 3 - Fair Alignment | Nothing noticed |
| 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 | Does not solicit Social Emotional Learning. |

Reviewer's Name: Catherine White

Title: Florida Reveal Math, Grade 8 Pre-Algebra

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

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

Bid ID: 419

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

It is helpful for teachers to have the teacher's edition (TE) and student's edition (SE) have matching page numbers. This makes it easy to compare student work with teacher prompts and question answers. It was not helpful to have two volumes of the SE, whose page numbers started over again at 1 in the second volume. When working

online to review the resources, it was difficult to tell which volume of the book I was working in because it does not state it specifically on the pages. It would be helpful if the glossary included page numbers instead of lesson numbers. Additionally, the SE refers students to foldables that are found in the "module review." However, no page numbers are given to students. Students have to search through their consumable to find the correct page. When searching for specific standards and benchmarks, it was not easy to search for standards within the interactive editions, but the TE includes a table of contents with standards and page numbers. The SE also includes the standards, which was helpful for an educator. The TE includes English Learning Scaffolds for Entering/Emerging, Developing/Expanding, and Bridging learners. The TE text also includes question prompts to build the "language of math." There are multiple references to STEM careers and "Math History Minutes" throughout the student edition; most of which refer to women in math. The learning progression at the start of each module in the TE is helpful for teachers to know what students learned and what they will be learning. It is also useful that the SE gives step-by-step directions for how to solve problems, but at times the scaffolding can be too wordy and difficult to decipher (colors are not used, so it is hard to tell which piece was changed as the problem is worked out). It would be more impactful and easier to follow if the student examples were displayed in some type of flowchart, or top-down table so that the students can easily see the next step, or if colors/bolding were used. Overall the instructional materials are usable and align to the standards, so I would recommend this instructional material for adoption.

| Standard | Description | Reviewer Rating | Rating Justification |
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| 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 | Students apply the Laws of Exponents to generate equivalent |

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| | | | expressions. However, I did not see the laws of exponents defined within the student or teacher texts. Teachers are referred to the DOE appendix. |
| MA.8.AR.1.2 | Apply properties of operations to multiply two linear expressions with rational coefficients. | 4 - Good Alignment | This benchmark is scaffolded with the distributive property and use of algebra tiles. |
| MA.8.AR.1.3 | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions. | 5 - Very Good Alignment | The text includes worked examples and visuals students. Teachers are provided with common misconceptions and how to assist students with the skills. |
| 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 | Teacher text includes examples and non-examples, as well as explanations for why. |
| MA.8.AR.2.2 | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. | 4 - Good Alignment | Includes number lines and worked examples. Additional visuals for students would be beneficial. |
| 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 | Students solve equations involving square roots and cube roots. Additional visuals (number lines, for example) would be beneficial for students. |

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| MA.8.AR.3.1 | Determine if a linear relationship is also a proportional relationship. | 5 - Very Good Alignment | Instruction includes the representation of relationships using tables, graphs, equations and written descriptions. |
| MA.8.AR.3.2 | Given a table, graph or written description of a linear relationship, determine the slope. | 5 - Very 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. | 5 - Very Good Alignment | Content is chunked to write an equation in slope intercept form from a line, from graphs, and from verbal descriptions. Visuals are provided. |
| 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 | The standard calls for real-world context, and although these are included, there are a limited number of of examples. |
| 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 | Many related standards, but a lack of explicit instruction 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. |

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| MA.8.AR.4.1 | <p>Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.</p> | <p>4 - Good Alignment</p> | <p>There are a number of worked examples in Module 6, lesson 6-1, but they are not well-scaffolded before practice is provided.</p> |
| MA.8.AR.4.2 | <p>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.</p> | <p>4 - Good Alignment</p> | <p>There is a helpful chart in Lesson 6-3 of the SE, but the examples on pages 350 do not intersect at specific points, which may make the examples confusing to students. This may also be purposeful to show that students can answer the question about 1, no, or many solutions without specific points. As it stands, the lesson appears to be low rigor and identification only. This lesson would not take 90 minutes as indicated, without spending a day in the online practice.</p> |
| MA.8.AR.4.3 | <p>Given a mathematical or real-world context, solve systems of two linear equations by graphing.</p> | <p>4 - Good Alignment</p> | <p>Limited real-world examples. Do not see examples of instruction that includes recognizing that parallel lines have the same slope.</p> |
| MA.8.DP.1.1 | <p>Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.</p> | <p>5 - Very Good Alignment</p> | <p>Appropriate scaffolding and visuals.</p> |

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| MA.8.DP.1.2 | Given a scatter plot within a real-world context, describe patterns of association. | 4 - Good Alignment | Although "strong and weak" association was mentioned in a practice problem, I did not see explicit instruction of what this meant for students. |
| MA.8.DP.1.3 | Given a scatter plot with a linear association, informally fit a straight line. | 5 - Very Good Alignment | Good explanation of how to assess a line of fit for various sets of data. |
| MA.8.DP.2.1 | Determine the sample space for a repeated experiment. | 5 - Very Good Alignment | Determines the sample space for a repeated experiment. Additional examples online. |
| MA.8.DP.2.2 | Find the theoretical probability of an event related to a repeated experiment. | 5 - Very Good Alignment | Instruction includes representing probability as a fraction, percentage or decimal. |
| 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 | Meets the benchmark and clarifications |
| 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 | Instruction includes referring to the input as the independent variable and the output as the dependent variable. |
| 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 | Meets the benchmark language: Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an |

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| | | | input-output table, determine whether it could represent a linear function. Includes visuals and student 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. | 5 - Very Good Alignment | Meets the benchmark language: 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. The online practice will be helpful for additional examples. |
| MA.8.GR.1.1 | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. | 4 - Good Alignment | Meets the benchmark language, but students would benefit from additional practice involving unknown side lengths in right triangles. |
| 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 | Meets the benchmark language, but student practice is heavily dependent on the online platform |
| MA.8.GR.1.3 | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | Uses 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 |

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| | | | to determine if a right 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. | 4 - Good Alignment | Lots of open-ended questions. No a lot of student practice in the text. |
| MA.8.GR.1.5 | Solve problems involving the relationships of interior and exterior angles of a triangle. | 4 - Good Alignment | There is video included online. Limited student practice in the text. Students are referred to go online for additional practice. |
| MA.8.GR.1.6 | Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles. | 3 - Fair Alignment | The text does not include many visual examples, which are important for students to understand how to decompose a shape into triangles. |
| 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 | Within this benchmark, transformations are limited to reflections, translations or rotations of images. |
| 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 would benefit from more visual examples and practice |
| 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 | Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images. |

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| MA.8.GR.2.4 | Solve mathematical and real-world problems involving proportional relationships between similar triangles. | 4 - Good Alignment | Instruction includes real-world problems involving proportional relationships between similar triangles. |
| MA.8.NSO.1.1 | Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. | 4 - Good Alignment | The SE pages 92 and 93 are busy and not easy to follow. It would be nice if the real number chart was a graphic organizer for students to write in. |
| MA.8.NSO.1.2 | Plot, order and compare rational and irrational numbers, represented in various forms. | 4 - Good Alignment | The text follows the letter of the standard, but the pages are busy and lacking visuals for students. |
| 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 | The text starts of with negative exponents without any scaffolding or review of exponents. There is not a lot of explanation, nor a lot of practice for students. |
| 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 | There are a lot of words on these pages, which may make it difficult for struggling readers to understand. There are single student examples shown, with little student practice. |
| MA.8.NSO.1.5 | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. | 3 - Fair Alignment | There does not appear to be enough practice for a student to build fluency. A |

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| | | | teacher may have to search for outside resources to provide students with an appropriate amount of practice |
| MA.8.NSO.1.6 | Solve real-world problems involving operations with numbers expressed in scientific notation. | 4 - Good Alignment | Real world examples are used. Visuals and/or graphics would make the learning more meaningful to students. |
| 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 | Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 SE provides many opportunities for students to reflect on their learning. |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 encouraged to represent problems in multiple ways throughout the program |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 lessons start with a review for students. |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Discussion questions are built in for teachers in the SE.</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are asked to look for patterns and structure throughout the texts.</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Students are asked to reflect on their answers and explain their reasoning.</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>There are real-world examples embedded throughout the texts.</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>Students are asked to cite evidence to explain and justify reasoning</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>Language of Mathematics prompts are embedded throughout the TE.</p> |

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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Students are asked to infer patterns in examples |
| 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 | In every lesson, students are expected to engage in mathematical discourse with the Talk About It! questions. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | Students are provided with multiple graphic organizers throughout the consumable. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | In every lesson, students engage in appropriate voice and tone when discussing Talk About It! questions and incorporate appropriate language in Write 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 | Students are asked to communicate throughout the text. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | 5 - Very Good Alignment | Students are encouraged to discuss their answers throughout the text. |

| Content | Reviewer Rating | Rating Justification |
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| <p>1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.</p> | <p>4 - Good Alignment</p> | <p>The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.</p> |
| <p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p> | <p>5 - Very Good Alignment</p> | <p>The content is written to the correct skill level of the standards and benchmarks in the course.</p> |
| <p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p> | <p>3 - Fair Alignment</p> | <p>The teacher has choice in online or print-versions, but I did not see where it could be adapted/customized by the teacher.</p> |
| <p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p> | <p>4 - Good Alignment</p> | <p>The materials could benefit from additional visuals for students.</p> |
| <p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p> | <p>4 - Good Alignment</p> | <p>The level of complexity appears to match the standards in most areas. Some areas appear to have low rigor.</p> |
| <p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p> | <p>4 - Good Alignment</p> | <p>There are supports for the teacher to use for differentiating instruction.</p> |
| <p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p> | <p>4 - Good Alignment</p> | <p>In most areas the time allowed matches, but in some areas it does not.</p> |
| <p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p> | <p>4 - Good Alignment</p> | <p>Outside of the Florida benchmarks, there was not a lot of expert citations. However, common errors were pointed out and explained for teachers.</p> |
| <p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p> | <p>4 - Good Alignment</p> | <p>Outside of the Florida benchmarks, there was not a lot of expert citations. However, common errors were</p> |

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| | | pointed out and explained for teachers. |
| 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 any typographical errors. |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | Did not see bias or contradictions |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | 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 | The 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 | 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 to the curriculum, standards, and benchmarks in an appropriate and relevant context. |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 4 - Good Alignment | For the most part, the content is presented in an appropriate and relevant context for learners. Lower-level readers may have some difficulty in the parts of the book where there are not a lot of visual examples. |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | The examples provided made connections to student lives 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 | There were STEM and ELA connections throughout. |

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| 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 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 | Did not see evidence to the contrary. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | In general, the content of the benchmarks and standards is covered. |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | The TE and online practice should not require the teacher 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 | All components of the major tool align with the curriculum and each other |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area. | 4 - Good Alignment | For the most part, the materials are consistent and logical in their organization. In a few instances, the teacher will have to jump back and forth between the two volumes. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. | 3 - Fair Alignment | There appears to be a lot of text in the student edition, which may cause students to disengage. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 4 - Good Alignment | For the most part, pacing is appropriate. |

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| 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 contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 4 - Good Alignment | In general, the submission satisfies the presentation requirements. |

| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 3 - Fair Alignment | The instructional materials may or may not maintain learner motivation. There is a lot of text in the student book. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | The materials are chunked into 10 big ideas. |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | The materials contain clear statements of information and outcomes. |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment | They are available, but since they are text-heavy, students may shy away from using them. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | The teacher's edition provides guidance and support. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 3 - Fair Alignment | The materials attempt to engage students with various question prompts, but these may have the opposite outcome for students who do not enjoy reading or writing. |

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| 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 text is aligned well into 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 | Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | For the most part, the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | The materials include assessments before, during, and after the 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. | 3 - Fair Alignment | There are many areas where the text says "see students' explanation." This may not be helpful for a novice teacher. |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | There are varied strategies, but a lot of times they are the same strategies repeated in each lesson. |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 5 - Very Good Alignment | ELA and MTRs are embedded throughout. |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | In general, the submission satisfies the learning requirements. |

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

Title: Florida Reveal Math, Grade 6 Accelerated

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 420

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 the IM aligns with the B.E.S.T. standards. There is focus on problem solving rather than assessing different methods, which is appropriate. There is varied opportunity for practice and appropriate horizontal connections are made. For example, showing absolute value equations with the coordinate grid is helpful. There could be more

explicit opportunities for integrating the MTRs. For example, rather than asking students to solve different problems with different outcomes, there could be a more explicit focus on using different models to solve the same problem. For example, provide room for students to draw nets on a grid and also work out calculations for surface area and then compare. There is a lack of explicit MTR directions for student engagement in the textbook so adding more of these could be helpful. For example, directions could state "discuss with a partner" or "think of a reasonable solution before solving."

| 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 | opportunity to translate written descriptions into algebraic expression and vice versa |
| 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 | sufficient representation of inequalities and number lines |
| MA.6.AR.1.3 | Evaluate algebraic expressions using substitution and order of operations. | 5 - Very Good Alignment | addresses substitution and order of operations |
| MA.6.AR.1.4 | Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. | 4 - Good Alignment | more explicit practice with other properties besides just distributive property would be helpful. |

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| 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 | meets standard |
| MA.6.AR.2.2 | Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. | 5 - Very Good Alignment | meets benchmark. use of different models is helpful. |
| 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 | meets benchmark |
| MA.6.AR.2.4 | Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. | 4 - Good Alignment | More practice with justifying why unknown integer is the value would be helpful. |
| MA.6.AR.3.1 | Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$. | 5 - Very Good Alignment | good explanations of different types of ratios |
| MA.6.AR.3.2 | Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. | 5 - Very Good Alignment | bar diagrams are helpful visual for 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 | meets benchmark but more practice with three-column tables is needed |
| MA.6.AR.3.4 | Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. | 3 - Fair Alignment | more explicit connectinos could be made between ratio language and percentages. the percent models and graphics are helpful, |

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| | | | but the connection to ratios could be more explicit. |
| 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 | meets benchmark |
| MA.6.DP.1.1 | Recognize and formulate a statistical question that would generate numerical data. | 5 - Very Good Alignment | 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 | meets benchmark, but some of the data sets are so large that there could be arithmetic errors that impede understanding of benchmark. data sets should be large enough to find measures of center, but not excessive. |
| 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 | benchmark says "given a box plot" but IM do not always give the box plots. They should be given. |
| 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 | meets criteria |
| MA.6.DP.1.5 | Create box plots and histograms to represent sets of numerical data within real-world contexts. | 4 - Good Alignment | not enough opportunities to create box plots |

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| 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 examples with outliers |
| 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 | 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. | 5 - Very Good Alignment | meets benchmark; good connection to absolute value |
| 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 | add more real-world problems; there are few opportunities for students to analyze a real world problem and use a coordinate grid to plot points and solve the real world problem |
| 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 | benchmark says, "derive a formula." more opportunities are needed to focus on the relationship between the area of a rectangle and triangle. |
| 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 | 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. | 5 - Very Good Alignment | meets benchmark |

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| 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 connection showing surface area on grids |
| MA.6.NSO.1.1 | Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. | 5 - Very Good Alignment | 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 | need more real world examples of opposites and different contexts for 0 |
| 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 | meets benchmark |
| MA.6.NSO.1.4 | Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. | 5 - Very Good Alignment | 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. | 2 - Poor Alignment | more practice is needed to build fluency. benchmark clarifications state "multi-digit decimals are limited to no more than 5 total digits." 5 digits are exceeded on page 19. |
| 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 | 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. | 4 - Good Alignment | more real world application that requires multi-step problem solving is needed |

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| 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 | 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. | 5 - Very Good Alignment | meets benchmark |
| MA.6.NSO.3.3 | Evaluate positive rational numbers with natural number exponents. | 2 - Poor Alignment | p. 185, is the example with $(-4)^3$ and $(-4)^5$ correct? It asks "how many times greater is $(-4)^5$ than $(-4)^3$?" but then goes on to explain that $(-4)^3$ is 16 times greater than $(-4)^5$. |
| MA.6.NSO.3.4 | Express composite whole numbers as a product of prime factors with natural number exponents. | 4 - Good Alignment | more practice with using prime factors would be helpful |
| MA.6.NSO.3.5 | Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. | 4 - Good Alignment | more examples with different patterns in terminating and repeating decimals would be helpful |
| 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 | more practice suggested for building 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 | more practice suggested for building procedural fluency |
| MA.7.AR.1.1 | Apply properties of operations to add and subtract linear expressions with rational coefficients. | 5 - Very Good Alignment | meets benchmark |

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| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | meets 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 | meets benchmark |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 5 - Very Good Alignment | 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 | more practice with choosing appropriate measure of center would be helpful |
| 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 | meets benchmark |
| 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 | meets benchmark |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 5 - Very Good Alignment | 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. | 3 - Fair Alignment | page 503 - DOE is not using vocabulary "certain" and "impossible" |

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| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 5 - Very Good Alignment | meets benchmark |
| MA.7.DP.2.4 | Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities. | 5 - Very Good Alignment | meets benchmark |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | meets benchmark |
| MA.7.NSO.2.2 | Add, subtract, multiply and divide rational numbers with procedural fluency. | 5 - Very Good Alignment | meets benchmark |
| MA.7.NSO.2.3 | Solve real-world problems involving any of the four operations with rational numbers. | 5 - Very Good Alignment | meets benchmark |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | more opportunities for engagement within the textbook could be present |

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| | <ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. | | |
| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 | this could be increased by showing the same problem solved in multiple ways more that is currently featured |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • 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 | more language to help students focus on discussion within the textbook would be helpful |

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| <p>MA.K12.MTR.4.1</p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>more opportunities for practice would build fluency</p> |
| <p>MA.K12.MTR.5.1</p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>connection to previous skills is helpful</p> |

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| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • 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. | <p>4 - Good Alignment</p> | <p>more opportunities to think about reasonable solutions before solving would be helpful</p> |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>real-world connection is appropriate</p> |
| ELA.K12.EE.1.1 | <p>Cite evidence to explain and justify reasoning.</p> | <p>5 - Very Good Alignment</p> | <p>meets benchmark</p> |
| ELA.K12.EE.2.1 | <p>Read and comprehend grade-level complex texts proficiently.</p> | <p>5 - Very Good Alignment</p> | <p>meets benchmark</p> |
| ELA.K12.EE.3.1 | <p>Make inferences to support comprehension.</p> | <p>5 - Very Good Alignment</p> | <p>meets benchmark</p> |

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| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | 5 - Very Good Alignment | meets benchmark |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | meets benchmark |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | 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. | 5 - Very Good Alignment | overall the alignment is acceptable |
| 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 | more opportunities for scaffolding could be provided in question sets; they could increase in complexity in a more uniform way |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction. | 5 - Very Good Alignment | meets criteria |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events. | 5 - Very Good Alignment | meets criteria |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards. | 5 - Very Good Alignment | meets criteria |

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| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level. | 5 - Very Good Alignment | meets criteria |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching. | 5 - Very Good Alignment | meets criteria |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | reread the benchmarks where comments were made. there are a few small issues that could be fixed by researching the benchmark clarifications |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials. | 5 - Very Good Alignment | meets criteria |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 4 - Good Alignment | see comments about exponent 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 | meets criteria |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment | meets criteria |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 4 - Good Alignment | see comments on specific benchmarks |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice. | 4 - Good Alignment | meets criteria |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. | 5 - Very Good Alignment | meets criteria |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners. | 5 - Very Good Alignment | meets criteria |

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

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

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| 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 | meets criteria |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | meets criteria |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | meets criteria |

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

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| 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 | meets criteria |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 4 - Good Alignment | meets criteria |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | meets criteria |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. | 5 - Very Good Alignment | meets criteria |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 4 - Good Alignment | meets criteria |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | In general the alignment is 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 | meets criteria |

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

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?

5 - Very Good Alignment

aligns with rule

Reviewer's Name: Jessica Haid

Title: Florida Reveal Math, Grade 6 Accelerated

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

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Edition: 1

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 420

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.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 | Great examples that include real world problems. Reviews vocabulary from prior knowledge |
| 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 | Awesome scaffolding in this lesson. Love the step by step through this lesson |
| MA.6.AR.1.3 | Evaluate algebraic expressions using substitution and order of operations. | 5 - Very Good Alignment | Questions use all operations with integers |
| MA.6.AR.1.4 | Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. | 5 - Very Good Alignment | Love that the GCF and distributive property are grouped in one lesson. |
| 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 that this lesson includes algebraic and modeling examples |
| 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 | Great consistency using same tables for words, expressions, variables across lessons |
| MA.6.AR.2.3 | Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. | 5 - Very Good Alignment | Love the models; great talk about it questions to raise higher order thinking; love the foldable |
| MA.6.AR.2.4 | Determine the unknown decimal or fraction in an equation involving any of the four | 5 - Very Good Alignment | Great examples in using different variable placements |

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| | 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 $b \neq 0$. | 5 - Very Good Alignment | Great alignment and great activities in the teacher guide to allow students to collaborate and expand their learning |
| 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 | LOVE the Math Probe examples; great visual for rates/unit rates with the tape diagram |
| 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 | Shows examples in number line, table, and proportional ways to solve |
| 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 higher order thinking questions |
| MA.6.AR.3.5 | Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. | 5 - Very Good Alignment | All align with standard staying inside same measurement system |
| MA.6.DP.1.1 | Recognize and formulate a statistical question that would generate numerical data. | 5 - Very Good Alignment | Great step by step guide for students to follow |
| 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 | Great higher order talk about it questions to drive student learning |
| 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 | 5 - Very Good Alignment | Great examples for students to interpret for data |

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| | 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 | Examples cover all types of distribution to allow students to describe and interpret results |
| MA.6.DP.1.5 | Create box plots and histograms to represent sets of numerical data within real-world contexts. | 5 - Very Good Alignment | Love the step by step guide for students; great foldable activity for students |
| MA.6.DP.1.6 | Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation. | 5 - Very Good Alignment | Awesome real world examples for students to use in finding data |
| MA.6.GR.1.1 | Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate. | 5 - Very Good Alignment | Great examples and used rational numbers in all 4 quadrants |
| 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 | Shows distance in coordinate plane using real world examples, like maps, finding missing vertices of shape etc. |
| 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 | Great questioning on area & perimeter of rectangles including missing vertices |
| 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 | Questioning involves finding triangle area formula, composite shape decompositions |

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| 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 | Questions include higher order real world problems and composite shape decompositions |
| 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 | Rectangular prisms involve all rational examples in the dimensions |
| 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 | Great questioning and applications for these nets |
| MA.6.NSO.1.1 | Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. | 5 - Very Good Alignment | New BEST standards covered here clearly on integer operations |
| 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 real world contexts for opposites and comparisons on a number line |
| MA.6.NSO.1.3 | Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. | 5 - Very Good Alignment | Awesome examples to model absolute value as distance on a number line |
| 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 examples of absolute value used in real world contexts |
| 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 | Methods shown including the standard algorithm |
| 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 | Different modeling techniques for these skills are taught. |

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| 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 real world examples to tie in all procedural fluencies |
| 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 | Real world problems relate and are focused for GCF & LCM |
| MA.6.NSO.3.2 | Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. | 5 - Very Good Alignment | Distributive property covered here as the GCF |
| MA.6.NSO.3.3 | Evaluate positive rational numbers with natural number exponents. | 5 - Very Good Alignment | Rational numbers with exponents are appropriate here |
| MA.6.NSO.3.4 | Express composite whole numbers as a product of prime factors with natural number exponents. | 5 - Very Good Alignment | Shown when using factor tree |
| MA.6.NSO.3.5 | Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. | 5 - Very Good Alignment | Shows different forms of equivalency |
| 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 | Provides opportunities for students to practice integer operations |
| 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 | Good examples and opportunities to practice with integer division and multiplication |
| MA.7.AR.1.1 | Apply properties of operations to add and subtract linear expressions with rational coefficients. | 5 - Very Good Alignment | good examples and models |

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| MA.7.AR.1.2 | Determine whether two linear expressions are equivalent. | 5 - Very Good Alignment | equivalent expressions using different properties |
| 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 | awesome activities for inequalities |
| MA.7.AR.3.1 | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. | 5 - Very Good Alignment | appropriate real world problems for solving with proportions |
| MA.7.AR.3.2 | Apply previous understanding of ratios to solve real-world problems involving proportions. | 5 - Very Good Alignment | great examples |
| 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 | awesome lessons on statistics |
| 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 | great examples to find measures of center for comparison |
| 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 | wonderful real world examples that allow accurate predictions |
| MA.7.DP.2.1 | Determine the sample space for a simple experiment. | 5 - Very Good Alignment | good lesson on sample spaces that allows for all levels of thinking |
| 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 | Good alignment |

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| MA.7.DP.2.3 | Find the theoretical probability of an event related to a simple experiment. | 5 - Very Good Alignment | love the examples for probability |
| 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 | really like the experiments to bring it home with the students learning |
| MA.7.GR.1.1 | Apply formulas to find the areas of trapezoids, parallelograms and rhombi. | 5 - Very Good Alignment | love that students decompose shapes to write the formula for these alternate 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 | Great examples especially for real world problems to decompose into triangles |
| 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 | Great examples using order of operations including grouping symbols exponents and absolute values |
| MA.7.NSO.2.2 | Add, subtract, multiply and divide rational numbers with procedural fluency. | 5 - Very Good Alignment | Allows opportunity for student fluency with operations of rational numbers |
| MA.7.NSO.2.3 | Solve real-world problems involving any of the four operations with rational numbers. | 5 - Very Good Alignment | awesome real world problems to apply rational operations |
| MA.K12.MTR.1.1 | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> 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 | Love all the interactive pieces for students to use and participate. It encourages participation on the student's part and not just sitting listening to a teacher lecture! |

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| | <ul style="list-style-type: none"> • 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 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • 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 Talk about it questions and the think about it questions require students to think outside the normal realm of thinking for this age group. They have to create explanations verbally and through the use of models to represent solutions. |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. | 5 - Very Good Alignment | Procedural fluency is drilled and emphasized throughout this text. The spiral review of skills as the lessons progress in intertwining the activities to build allows the students to go deeper with their thinking. |

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| | <ul style="list-style-type: none"> • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. | | |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Through all the the different types of questioning skills it is impossible for students to complete these lessons without higher order conversations to deepen their knowledge as well as building on their peers thoughts. This build students who are able to team-build and work in a group successfully and efficiently.</p> |
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • 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. | <p>5 - Very Good Alignment</p> | <p>Again, the spiraling of content as the lessons progress creates this structure of building onto prior knowledge and allowing students to connect these pieces. This reiteration of content will allow students to understand deeper and connect concepts because of being able to focus on important and relevant information from the text, and breaking a problem down into parts that can be</p> |

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| | <ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. | | solved in a step by step manner. |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> 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 students have many talk about it opportunities which will allow students to assess their answers for correctness (& reasonableness). Students will be able to build off of peers and check to make sure their solutions make sense for the given problem. |
| MA.K12.MTR.7.1 | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> 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 videos and activities are incredible for students to see the real world contexts and how this applies to situations in the world around us. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | 5 - Very Good Alignment | Students are frequently asked to justify and explain their thinking in these questions. |

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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | 5 - Very Good Alignment | Throughout the text, the word problems typically have pictures or figures to help in understanding for the readers who might not be on grade level. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | 5 - Very Good Alignment | Many of the activities that allow conversations is encouraging for students to make inferences and predictions about math problems before solving, then followed up by explaining if their thoughts were right or not. |
| 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 | Part of the communicative activities is listening. These activities not only allow students the ability to express themselves but also to stop and listen to peers about their thoughts as well. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | 5 - Very Good Alignment | The write it questions allow students to present problems that they have created to fit a given set of criteria. This allows them to make the question and then solve. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | 5 - Very Good Alignment | Appropriate tone is always encouraged when students are |

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| | | | discussing work with peers. These tones allow for a safe space and for students to be vulnerable in their learning. |
| 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 also opportunities for students who are ELL that are appropriate. |

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

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| 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 | resources cited are reflected |
| 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 | resources provide good quality |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors). | 5 - Very Good Alignment | lovely presentation |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). | 5 - Very Good Alignment | free of bias and other inappropriate language |
| 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 appropriate |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies). | 5 - Very Good Alignment | content is factual |
| 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 |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students. | 5 - Very Good Alignment | content allows for connections |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students. | 5 - Very Good Alignment | content allows for connections |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and | 5 - Very Good Alignment | No biases noted |

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

| Presentation | Reviewer Rating | Rating Justification |
|---|-------------------------|---|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | content addresses outcomes |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other. | 5 - Very Good Alignment | content aligns with 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 | 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. | 5 - Very Good Alignment | content engages student |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. | 5 - Very Good Alignment | content is appropriately 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 is appropriate according to UDL design |

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| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section). | 5 - Very Good Alignment | I think that this text is very aligned and appropriate for students. It is eye-catching enough to grab their attention but not enough to distract them from learning. There are many different visuals that include many areas and topics. |
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| Learning | Reviewer Rating | Rating Justification |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation. | 5 - Very Good Alignment | features to engage students appropriate |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 5 - Very Good Alignment | content allows teaching in a thorough matter |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes. | 5 - Very Good Alignment | content contains clear information |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | content allows opportunity for students to be independently thinking |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles. | 5 - Very Good Alignment | content is adaptable for learning styles |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process. | 5 - Very Good Alignment | content is 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. | 5 - Very Good Alignment | love the activities that are provided in 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. | 5 - Very Good Alignment | different strategies shown to allow success |

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| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. | 5 - Very Good Alignment | instructional strategies are effective |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes. | 5 - Very Good Alignment | strategies align with content to allow learning |
| 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 effective in checking for student learning |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students. | 5 - Very Good Alignment | UDL is incorporated |
| 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/Math and MTRs are 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 | This text is geared to the success of students regarding the new BEST standards. In order to acquire that success they have created a student and teacher textbook that shows resourceful, relevant information for the learning process. |

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

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| 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 |
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UDL Reviewer's Name: Clayton Littell

Title: Florida Reveal Math, Grade 6 Accelerated

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [1205020 - M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 420

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

Bid Response

Font and type size can be adjusted using the browser's built-in zoom tools to increase the size of the text on a page. This functionality will also be available within the platform in the coming months. Custom color settings are not included in the platform, but it supports an individual's display preferences, including high contrast and inverted color displays. The learning resources in this program feature built-in text-to-speech functionality, which allows students to have either a selected passage or an entire page read aloud. These resources, and most other resources in the program, can also be read aloud using screen reading software. All content images have alt tags. The majority of videos in this program have closed captioning. Text, image tags, and captioning can be read by a screen reader. Additionally, content can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
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| Fonts: Type and size. Colors and background colors can be adjusted. | 3 - Fair Alignment | Publisher reports that font and type size can be adjusted using browser's built-in tools. No built-in tools for changing font type and size. Publisher reports that custom color settings are not included in platform. |
| Background: High contrast color settings are available. | 4 - Good Alignment | Publisher reports that platform supports individuals display preferences regarding high contrast and inverted color displays. No built-in tools for changing contrast or inverted color displays in platform. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted. |

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| Text-to-speech tools. | 5 - Very Good Alignment | Platform has built-in text-to-speech tools and supports third-party screen reading software. |
| All images have alt tags. | 2 - Poor Alignment | Publisher reports that all images have alt-tags. Built-in text-to-speech tool and the screen reader skip over the images. |
| All videos are captioned. | 2 - Poor Alignment | Publisher reports not all videos have closed captioning. Consistency of accessibility cannot be predicted. |
| Text, image tags, and captioning sent to refreshable Braille displays. | 5 - Very Good Alignment | Publisher reports that content is compatible with refreshable Braille displays. I do not have the equipment to test. |

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

Bid Response

Buttons and icons can be adjusted in size using the browser's built-in zoom functionality. Parts of the platform include a Skip to Main Content link to navigate directly to content, but there are not custom keyboard shortcuts. All navigation information can be sent to a refreshable Braille display when configured with a screen reader program.

| Review | Rating | Comments |
|--|----------------------------|--|
| Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. | 5 - Very Good Alignment | Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed. |
| All navigation elements and menu items have keyboard shortcuts. | 1 - Very Poor/No Alignment | Publisher reports there are no custom keyboard shortcuts. Consistency of accessibility cannot be predicted. |
| All navigation information can be sent to refreshable Braille displays. | 5 - Very Good Alignment | Publisher reports that content is compatible with refreshable Braille displays. I do not have the equipment to test. |

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

Bid Response

The learning resources in this this program include highlighters in the 4 standard colors. Text highlighted in the learning resources can be exported to a PDF document. Note-taking tools are available within learning resources.

| Review | Rating | Comments |
|--|-------------------------|--|
| Highlighters are provided in the four standard colors (yellow, rose, green, blue). | 5 - Very Good Alignment | Publisher reports 4 standard color highlighters are available. Consistency confirmed. |
| Highlighted text can be automatically extracted into another document. | 5 - Very Good Alignment | Publisher reports highlighted text can be exported to PDF document. Consistency confirmed. |
| Note taking tools are available for students to write ideas online; as they are processing curriculum content. | 3 - Fair Alignment | Publisher reports that note-taking tools are available within learning resources. Consistency confirmed. |

| 4. Which of the following assistive technology supports, by product name , have you tested for use with the instructional materials: | | |
|---|--------------------|---|
| <p>Bid Response</p> <p><i>Our primary assistive technology support is for keyboard navigation and screen-readers. We test JAWS + Chrome and NVDA + Firefox on Windows 10. We also test the Mac OS with Safari. We have tested with Dragon Naturally Speaking for text-to-speech inputs. Additional assistive technology can be run in the background with our platform. McGraw Hill is currently undergoing testing of other support tools.</i></p> | | |
| Review | Rating | Comments |
| Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text. | 3 - Fair Alignment | Publisher reports all lessons provide some AT accessibility, but testing is still on-going. |

| 5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? | | |
|---|--|--|
| <p>Bid Response</p> <p><i>Florida Reveal Math includes a variety of materials in print and printable through the digital teacher center. - Student Edition (print book) - Spanish Student Edition (print book) - Language Development Handbook (Student Edition) (print book and PDFs online) - Florida Statewide Assessment Practice Workbook (print book and PDFs online) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Family Letter (Word document online) - Spanish Family Letter (Word document online) - Mathematical Thinking and Reasoning Standards (PDF online) - eToolkit User Guide (PDF online) - Work Mats (PDF online)</i></p> | | |

| Review | Rating | Comments |
|--------|----------------------------|---|
| | 1 - Very Poor/No Alignment | Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed. |

Reviewer's Name: Robin OBrien

Title: Florida Reveal Math, Grade 6 Accelerated

Publisher: McGraw Hill LLC

Author: Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

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Grade Level: 6-8

Course: [M/J Accelerated Mathematics Grade 6](#)

Bid ID: 420

| 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 |