UDL Reviewer's Name: Clayton Littell

Title: Florida Reveal Math, Grade 7 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: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 421

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.	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.

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.	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:

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.	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?

Bid Response

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)

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: Mary Moss

Title: Florida Reveal Math, Grade 7 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 Grade 7 Accelerated Mathematics

Bid ID: 421

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.	Curriculum has lots of resources for teachers and students. Great instructional strategies using Math Language Routines and collaborative structures.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the	4 - Good Alignment	Materials provide good benchmark alignment.

	circumference of a circle to solve mathematical and 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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	Materials provide good benchmark alignment.

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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide fair benchmark alignment.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine	4 - Good Alignment	Materials provide good benchmark alignment.

	which ordered pairs satisfy the system of linear equations.		
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	3 - Fair Alignment	Curriculum only allows for students to describe the patterns of association in the practice problems.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.

MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Materials provide good benchmark 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	Materials provide good benchmark alignment.
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	Materials provide a fair alignment to the benchmark .
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	3 - Fair Alignment	Materials provide a fair alignment to the benchmark .
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.

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	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide good benchmark alignment.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	Only links 1, 4 address the benchmark.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	Materials provide good benchmark alignment.

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

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Materials provide good benchmark alignment.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	Materials provide good benchmark alignment.

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

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Materials provide good benchmark alignment.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Materials provide good benchmark alignment.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide a fair alignment to the benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Materials provide good benchmark alignment.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Materials provide good benchmark alignment.
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	Materials provide a fair alignment to the benchmark.

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Materials provide good benchmark 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	Materials provide good benchmark alignment.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Materials provide good benchmark alignment.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Materials provide good benchmark alignment.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Materials provide a fair amount of complexity that matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Materials provide a fair amount of complexity that matches the standards.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Materials provide good benchmark alignment.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Materials provide good benchmark alignment.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Materials provide good benchmark alignment.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Content appears to be presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Content appears to be presented objectively.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Materials provide good benchmark alignment.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Content appears to be factually accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content appears to be up-to-date according to current research.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	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 appears to be presented in an appropriate and relevant context for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Content includes some connections to life in a context 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	Content appears to make the content meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Content appears to be unbiased and 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	Content appears to portray people and animals with compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There is good alignment of the benchmarks and standards for this course.

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

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

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials thoroughly teach a few important ideas and concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear, concise statements of 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	Materials provide guidance and support to help students to become more independent thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Materials support developmental differences.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials engage the mental activity of students during the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Materials have a fair amount of organized activities.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Materials provide instructional strategies to engage students in collaboration and to become independent thinkers.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The instructional strategies are effective in teaching the targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Materials appear to correlate assessment strategies to desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment strategies appear to be effective in assessing the learner.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Materials appear to incorporate strategies, activities that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Materials provide the appropriate application of ELA and MTR 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	Materials sufficiently 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?	4 - Good Alignment	Materials appear to not contain any references to Critical Race Theory.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials appear to omit Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials appear to omit social justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials appear to not solicit SEL strategies.

Reviewer's Name: Robin OBrien

Title: Florida Reveal Math, Grade 7 Accelerated

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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 7

Bid ID: 421

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	Could have a better distribution of cultures in the graphics.

Reviewer's Name: Rachel Schrimsher

Title: Florida Reveal Math, Grade 7 Accelerated

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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?	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.	Flow of this curriculum is easy to follow. The prompts for student group work are excellent. The learning launch examples are also highly engaging.

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	Standards supported fully with rigor.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Standards supported fully with rigor.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Standards supported fully with rigor.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Standards supported fully with rigor, excellent real world connections.
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	"Launch the lesson" fully supports the intended standard with real world connections.
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	Standards supported fully with rigor.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Standards supported fully with rigor.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Standards supported fully with rigor.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	Standards supported fully with rigor.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the	4 - Good Alignment	Standards supported fully with rigor.

	circumference of a circle to solve mathematical and 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	Standards supported fully with rigor.
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	Standards supported fully with rigor.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	Standards supported fully with rigor.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Standards supported fully with rigor, real world applications evident and student friendly.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Standards supported
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	Standards supported fully with rigor.
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	Standards supported fully with rigor.
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	Standards supported fully with rigor.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Standards supported fully with rigor. Excellent worked

			examples for the teacher.
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	Use of algebra tiles.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Standards supported fully with rigor.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Standards supported fully with rigor.
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	Standards supported fully with rigor.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	Standards supported fully with rigor.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Standards supported fully with rigor.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Excellent comparison models.
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	Real world question types are student friendly and reflect the level of the standard.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	Real world question types are student friendly and reflect the level of the standard.

MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Real world question types are student friendly and reflect the level of the standard.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	Standards supported, application of skills evident.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Standards supported, application of skills evident. Rigor is present.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Standards supported, application of skills evident.
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	Standards supported, application of skills evident.

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	Standards supported, application of skills evident.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	4 - Good Alignment	Standards supported.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Standards supported.
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	Real world question types are student friendly and reflect the level of the standard.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Standards supported, application of skills evident.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Standards supported.
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	Standards supported.

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	Standards supported.
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	Standards supported, application of skills evident.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	Standards supported, application of skills evident.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Standards supported. Good examples
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Standards supported, application of skills evident.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	Standards supported, application of skills 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	Standards supported, application of skills evident.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Standards supported. Good examples

MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	Standards supported, application of skills evident.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Standards supported, application of skills evident.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Scaffolding of material and initial grab is excellent.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	4 - Good Alignment	Multi-use platforms for Reponses and practice is evident.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Fluency skills are fully supported within the content.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Opportunities for conversation, defence of answers is evident. Higher order thinking is called for,

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

	• 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	Defense is expected and asked for.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text is based on grade level language skills.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Gathering "hypothesis" is seen as a part of inferring patterns and answers.
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	Group works is called for and expected as a norm.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Rigor and high level thinking are evident.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Voice and tone are 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	Ample support for ELL populations.

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	Standards supported, application of skills evident.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Standards supported, application of skills evident and rigor is embedded.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Easy adaptability.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Ample practice evident.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Standards supported, application of skills evident.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Sufficient challenge for 7th grade students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Time frames are appropriate for class periods.
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 cited and acceptable.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Sources are cited and acceptable.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Accuracy is evident
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Accuracy is evident
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	Accuracy is evident and aligned.

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 issues noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	No issues noted
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	Accuracy is evident
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Standards supported, application of skills evident.
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 embedded throughout content.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections to other disciplines evident.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No issues noted
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No issues noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Standards supported, application of skills evident.

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Standards supported, application of skills evident.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Standards supported, application of skills evident.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Organization of the content supports appropriate scaffolding.
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	Content based on needs of a 7th grade 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.	4 - Good Alignment	Pacing is presented in an appropriate manner to understand and master.
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	Multimodal materials are evident.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presentation supports the standards.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content is written in student friendly way with real world applications.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Big ideas are evident.

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear learning targets.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Support is available throughout the series.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Suport is varied and available.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Curriculum teaches the whole child.
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 included foster a student centered learning environment.
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	Tools are based on best practices.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Tools are based on best practices.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments correlate to the content.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments correlate to the content and measure mastery.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL strategies are present.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA/Math thinking strats. 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	Learning requirements are met.

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

Reviewer's Name: Jonah Apel

Title: Florida Reveal Algebra 1

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: 9-12

Course: Algebra 1

Bid ID: 422

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

Reviewer's Name: Nicole Delancy-Charles

Title: Florida Reveal Algebra 1

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: 9-12

Course: Algebra 1

Bid ID: 422

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 resource provides teachers with opportunities to successfully prepare their students with the BEST 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	Most activities are aligned to the BEST standards, however Lesson 8-2 states the objectives for this benchmark incorrectly.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	All activities are aligned to the BEST standards. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	Ample options exist so that the distinguished level of proficiency is attainable.

MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
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	Ample options exist so that the distinguished level of proficiency is attainable.
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 activities are aligned to the BEST standards.
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	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen

			understandings of concepts targeted.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	All activities are aligned to the BEST standards. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	All activities are aligned to the BEST standards. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
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	All activities are aligned to the BEST standards. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	All activities are aligned to the BEST standards. There are many opportunities

			to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	All activities are aligned to the BEST standards.

MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	All activities are aligned to the BEST standards.
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	All activities are aligned to the BEST standards.
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
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	All activities are aligned to the 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	All activities are aligned to the BEST standards.
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 activities are aligned to the BEST standards.

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	All activities are aligned to the BEST standards.
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	All activities are aligned to the BEST standards.
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 activities are aligned to the BEST standards.
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	All activities are aligned to the BEST standards.
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	All activities are aligned to the 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.	5 - Very Good Alignment	All activities are aligned to the BEST 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	All activities are aligned to the BEST standards.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.

MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats

	between continuously compounded interest and exponential growth.		throughout the material.
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	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided. There are many opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Numerous representations of mathematical problems exist so that

	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.		distinguished level of proficiency is attainable.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.

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

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Numerous representations of mathematical problems exist so that distinguished level of proficiency is attainable.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.

ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented thoroughly and in various formats throughout the material.
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 abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
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	Concepts and skills addressed by the criteria are presented throughout the material.

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Numerous representations of mathematical problems exist so that distinguished level of proficiency is attainable.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Numerous representations of mathematical problems exist so that distinguished level of proficiency is attainable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Numerous representations of mathematical problems exist so that distinguished level of proficiency is attainable.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
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 found one print area in lesson 8-2 printed standard.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	All activities are aligned to the BEST standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Concepts and skills addressed by the criteria are presented throughout the material.
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 abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
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 are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	All activities are aligned to the BEST standards.

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

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
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	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work 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).	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance

		framework and opportunities for work provided.
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	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
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	Numerous representations of mathematical problems exist so that distinguished level of proficiency is attainable.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply

		knowledge and skills to solve problems that deepen understandings of concepts targeted.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	All activities are aligned to the BEST standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and skills to solve problems that deepen understandings of concepts targeted.

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	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Consistent connections to real world applications are made,

		activities are often designed for Rigor and Relevance framework and opportunities for work provided.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.
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	Consistent connections to real world applications are made, activities are often designed for Rigor and Relevance framework and opportunities for work provided.

Reviewer's Name: Ana Gonzalez

Title: Florida Reveal Algebra 1

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: 9-12

Course: Algebra 1

Bid ID: 422

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.	Among the strengths I would like to mention the way MTRs were included in the teacher edition. Comments are very specific describing the outcomes of embedding the MTRs in the instruction. I'd also like to mention the suggested purposeful questions to guide discussions in small groups or with the whole class. The teacher edition also includes

	common errors and exit tickets for the benefit of the lesson plan. The only element I found weak in the student edition is the motivational aspect. I'd have liked to see learning targets and opportunities for self-monitoring. Overall, very good instructional material.

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	Ok
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Ok
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	2 - Poor Alignment	Poor: rational number coefficients
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	Ok
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	Ok
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	Ok
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Ok

MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	4 - Good Alignment	Ok
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	Ok
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	Poor: analysis of graphs
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	Ok
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	Ok
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	Ok
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	4 - Good Alignment	Ok
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	Ok
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	Ok

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	Ok
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Ok
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	Ok
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	Ok
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Ok
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	Ok
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	Ok
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	Ok
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	4 - Good Alignment	Ok

MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Ok
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	Ok
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	Ok
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	Ok
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Ok
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	Ok
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	Ok
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	Ok
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and	4 - Good Alignment	Ok

	determine possible associations in terms of a real-world 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.	4 - Good Alignment	Ok
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	Ok
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	Ok
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Poor: comparison between linear functions
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	Ok
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Ok
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	Ok
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Ok
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	Ok

	between continuously compounded interest and 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.	4 - Good Alignment	Ok
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	Ok
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	Ok
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Very good
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	5 - Very Good Alignment	Very good

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

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

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Very good
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Ok
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Ok
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Very good
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.	4 - 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	Well done
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Well done
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Well done
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Ok
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Ok
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	Ok
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	Ok
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 done
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Ok

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Well done
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Well done
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Ok
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Ok
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Ok
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Ok
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Ok
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Ok
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Ok
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	Ok
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	Ok

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Well done
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Ok
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Ok
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	Ok
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	Ok
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 done
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Ok

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Poor: motivation and monitoring
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Ok
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Well done
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	Ok
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Ok
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Poor: manipulatives
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Ok
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 done
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Ok
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	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	Well done
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Ok

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	Ok
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 done

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

UDL Reviewer's Name: Clayton Littell

Title: Florida Reveal Algebra 1

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: 9-12

Course: 1200310 - Algebra 1

Bid ID: 422

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.	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.

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.	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:

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.	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?

Bid Response

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) - Cultural Connections (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)

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: Jonah Apel

Title: Florida Reveal Algebra 2

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: 9-12

Course: Algebra 2

Bid ID: 423

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

Reviewer's Name: Rebecca Devor

Title: Florida Reveal Algebra 2

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: 9-12

Course: Algebra 2

Bid ID: 423

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 book does very good job covering almost all of the benchmarks and standards. A few are not fully represented. There is a large variety of practice for students to complete. All of MTR's are well represented in each section in an interesting way. The book's weakness would be the few standards that are not covered, and some sections could use

	more variety. The log properties and under represented in the text book.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	2 - Poor Alignment	There were some problems and examples that have students identify parts. There was very little or no problems that ask students to interpret parts of the equations in terms of a real-world context.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Stadard met. I would like to have seen more then integer coefficients for adding and subtracting problems.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Examples represented all parts of the standard with appropriate examples and practice.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	1 example was given in the addition/subtration/multiplying section with 3 practice problems. 0 examples were given in the division section, with 3 practice problems.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Standard well met, including proving polynomial identities.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add,	5 - Very Good Alignment	Standard well met with ample examples and student practice.

	subtract, multiply and divide rational algebraic expressions.		
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	3 - Fair Alignment	Very few problems that meet the standard where the students have to write AND solve a quadratic formula. Most are where students solve a given problem.
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 is met through 1 example and 4 word problems.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Standard is met though an example of each type and several problems covering all aspects in both mathematical and real-world context.
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	This standard is well met.
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	Standard is well met though mathematical and real-world context.
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 is well met though mathematical and real-world context.
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	Standard is well met though mathematical and real-world context.

MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Standard is well met though mathematical and real-world context.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	3 - Fair Alignment	Exponential equations that use logs to solve only had e as the base. Log equations do not have enough variety of properties. Extraneous solutions are asked for. No equations with natural logs are used. Some of this was found in a later section.
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	Standard is well met though mathematical and real-world context.
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	No examples were presented and 2 problems in context were given.
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	Standard is well met though mathematical and real-world context.
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	All portionsof the standard are addressed in both examples and practice.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret	3 - Fair Alignment	Examples are provided but not enough practice. Natural log should be included too.

	key features and determine constraints in terms of the context.		
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	All portions are of standard are addressed using multiple methods - factoring, graphing, remainder thm. A variety of problems and examples in mathematical and real-world context are provided.
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.	2 - Poor Alignment	While graphing with zeroes and end behavior is addressed, multiplicity of zeros is not.
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	Standard is well addressed both in contect. Extraneous solutions are 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	All parts of the standard are addressed.
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	All parts of the standard are addressed.
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	All parts of the benchmark/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and problems.

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	rk/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and problems.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	3 - Fair Alignment	The systems of inequalities are only linear, they do not include quadratics. Quadratic inequalities are taught in isolation.
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.	3 - Fair Alignment	Applications in this section were limited to systems of equations not inequalities.
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	rk/standard are aligned well to the examples and 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.	5 - Very Good Alignment	rk/standard are aligned well to the examples and problems.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the	3 - Fair Alignment	This is it put with data to model functions, these needs to be

	function type. Given an input-output table, determine a function type that could represent it.		presented as parent functions as well to meet this bench markes.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	rk/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and problems.
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	rk/standard are aligned well to the examples and 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	rk/standard are aligned well to the 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.	4 - Good Alignment	Does not include exponential functions.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.

	Determine the domain and range of the composite function.		
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.
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	The benchmark/standard is aligned well to the examples and problems.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	2 - Poor Alignment	Only one problem in the set discusses this standard. It is not mentioned in the discussion/examples.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	The benchmark/standard is aligned well to the examples and problems.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	3 - Fair Alignment	Most of the problems include approximations. Not enough examples and problems that support the standard using multiple properties.

MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	3 - Fair Alignment	Most problems are only in context of solving equations. Very little in terms of properties.
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	The benchmark/standard is aligned well to the examples and problems.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The MTR's are thoughtfully used throughout the book by incorporating them in problems within each section and Probes at the end of many sections.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways	5 - Very Good Alignment	The MTR's are thoughtfully used throughout the book by incorporating them in problems within each section and Probes at the end of many sections.

	using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	The MTR's are thoughtfully used throughout the book by incorporating them in problems within each section and Probes at the end of many sections.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	The MTR's are thoughtfully used throughout the book by incorporating them in problems within each section and Probes at the end of many sections.

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

	• 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.		and Probes at the end of many sections.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The MTR's are thoughtfully used throughout the book by incorporating them in problems within each section and Probes at the end of many sections.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to use MTR's to explain, justify higher order questions throughout the text.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Language of Algebra 2 is presented throughout. It is often limited to the standard and not synonyms for future math classes. For example point discontinuity/removable discontinuity.

ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Standard well met.
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	Questions should be discussed together in groups, not just as problems in the set.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Standard well met.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Speaking is not encouraged thought problem sets.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Standard 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	Most standards and benchmarks are well aligned. There were a few that were under represented like AR.6.5
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The standards and benchmarks are written at an appropriate level to Algebra 2 and Algebra 2 Honors.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are adaptable because there is a variety of skill levels represented in the problem sets.

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 provide details on materials through examples and problem sets.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of complexity is varied and meets the content of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level is appropriate to 9-12 graders.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The level of treatment is varied and meets 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	Some vocabulart and benchmarks are missing, but for those included it reflects expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The quality of problems and resources is very strong.
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	The content is free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	All material is representative of Algebra 1 and Algebra 2.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The material is free of mistakes.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content especially the MTR's is very up-to-date.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	All content and applications is appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is appropriate for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The content includes context that is meaningful. It could be stronger. This is difficult sometimes though for upper level math.
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 includes some interdisciplinary content. It could include more connections to future 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 situations presented are unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials portray people and animals with compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general the contents are included. A few need more depth to cover the entire 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	There are a variety of activities and types of questions available in the test. A few sections will need more student practice.

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 tools align with the curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The order of topics are in a meaningful and 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	All materials in the student and teacher resources are very readable and appropriate to the level of the students ability.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Suggested pacing is acceptable.
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 support students with disabiliites well. Using appropriate text and a variety of visuals and problem types.
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 text submitted satisfies the presentation requirement.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The book includes a variety of levels of questions to help motivate success in students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The book starts sections on the big idea to help students focus on important ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear outcomes of students learning are mentioned.

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 variety of thinking, justifying, and writing questions help students become more independent thinkers and learning.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The qquestion and activity types provide support to students in a variety of developmental levels and learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Allignments reaches students mental learning process. Not many activities reach 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	Sections are very well organized by goals, objectives, and then 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	The instruction materials include a variety of strategies and focus on the MTR's.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Activities all focus on the targeted learning outcomes of each section.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The materials correlated to the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies focus on targeted learning outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	This book uses all forms of UDL.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	ELA Expectations and MTR's are extremely well implemented.

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	Yes, the submission satisfies the learning requirement.

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

UDL Reviewer's Name: Clayton Littell

Title: Florida Reveal Algebra 2

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: 9-12

Course: 1200330 - Algebra 2

Bid ID: 423

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.	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.

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.	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:

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.	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?

Bid Response

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) - ACT Practice Book (printed book and PDFs online – Algebra 2 only) - SAT Practice Book (printed book and PDFs online – Algebra 2 only) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Cultural Connections (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)

Review	Rating	Comments
	5 - Very Good Alignment	Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed.

Reviewer's Name: Aaron Smith

Title: Florida Reveal Algebra 2

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: 9-12

Course: Algebra 2

Bid ID: 423

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.	While it may be easy to design student materials that are aligned and appropriate to a particular course, the teacher materials and supplemental materials can go a long way to really creating a meaningful learning experience. The teacher materials provide excellent guidance for new teachers or teachers who may need additional

	support with both content and pedagogical content knowledge. The digital materials are robust, and they supplement learning situations well on both the teacher and student sides. This is a dense course with a lot of standards, but the materials pace it out well and make connections between concepts. Purposeful questions are presented throughout the materials to allow instruction to go beyond answer-getting, and the guidance for ELL and ESE is specific to the content being addressed in each lesson.

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	Could use some more real-world connections
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Not just limited to adding and subtracting. Unknown quantity problems increase opportunities to demonstrate understanding.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Good inquiry questions included to get students to explain their understanding of the concept.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	Real world examples are relevant and appropriate

MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Included checks for understanding provide opportunities for students to move beyond just answer-getting
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	Instruction includes connection to real-world examples
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	Real world examples are relevant and appropriate
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	Real world examples could be more relevant and less contrived
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	Solid approach to transformation of functions
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	Real-world contexts are exists, but they are not always embedded in instructional pieces. Instead, they typically appear as additional practice problems.
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	Could use some more real-world contexts so students can deepen their understanding about why the contexts may limit the ranges of the graph

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	Included checks for understanding provide opportunities for students to move beyond just answer-getting
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	The materials do a nice job here with misconceptions, which tend to be common in comparison to quadratic inequalities
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	The exploration of graph properties (end behavior, etc.) is a plus here
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	Good connection to graphing calculator use with this topic
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	The purposeful questions included with this material are well-crafted and add opportunities for students to deepen understanding of the concept
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	Percent rate of change is baked into the growth and decay modeling

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 materials do a nice job of allowing students to make connections to the concept by exploring key features of the graphs
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	Good inquiry questions included to get students to explain their understanding of the concept.
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	Real world examples are relevant and appropriate
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	Real-world examples add to concept building for students
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	Very good exploration of graphing and explaining graphs features (end behavior, intercepts, etc.)
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	Good inquiry questions included to get students to explain their understanding of the concept.
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	The materials do a nice job of allowing students to make connections to the

			concept by exploring key features of the graphs
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 examples are relevant and appropriate
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	Good inquiry questions included to get students to explain their understanding of the concept.
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	Very good exploration of graphing and explaining graphs features (end behavior, intercepts, etc.)
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	The purposeful questions included with this material are well-crafted and add opportunities for students to deepen understanding of the concept
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	Unknown quantity problems increase opportunities to demonstrate understanding.
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	Real world examples are relevant and appropriate. Good connection to graphing calculator use with this topic

MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Purposeful questions and addressing misconceptions add depth to the content here.
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	Real-world examples add to concept building for students
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.	4 - Good Alignment	Good connection to graphing calculator use with this topic. More depth of instruction related to real-world examples would have been appropriate for this concept.
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	Good connection to graphing calculator use with this topic. More depth of instruction related to real-world examples would have been appropriate for this concept.
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	Good connections to functions and their graphs
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Very good exploration of graphing and explaining graphs features (end behavior, intercepts, etc.)

MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	3 - Fair Alignment	Not explored very deeply
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	The materials do a nice job of allowing students to make connections to the concept by exploring key features of the graphs
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	The purposeful questions included with this material are well-crafted and add opportunities for students to deepen understanding of the concept
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	Could use more opportunities for students to create tables
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	Could use more combinations beyond linear and quadratic
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	Table representations are limited
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	The purposeful questions included with this material are well-crafted and add opportunities for

			students to deepen understanding of the concept
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	Explorations of interpretations and domain restrictions are thorough and add depth of understanding
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Real world examples are relevant and appropriate.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Real world examples are relevant and appropriate.
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	The purposeful questions included with this material are well-crafted and add opportunities for students to deepen understanding of the concept
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Concept building is well done here from prerequisite connections to enrichment opportunities beyond basic understanding of the concept
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Included checks for understanding provide opportunities for students to move beyond just answer-getting

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	Concept building is well done here from prerequisite connections to enrichment opportunities beyond basic understanding of the concept
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	Multiple strategies and approaches are explored here and allow for deeper understanding of the concept.
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	These sections do a nice job of building on student number sense in the context of the course.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Multiple opportunities throughout the materials for students to engage in exploration beyond just answer-getting.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Multiple tools are available and connected to the content in the course

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Purposeful questions are included throughout that are crafted in a way that can help students build fluency and hone precision.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	Multiple opportunities exist for students to have deep, meaningful discussions based on some well-crafted exploration and

	• 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.		inquiry questions. These are baked into the student materials and not just limited to the teacher materials.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	The structure of the student text lends itself to planning and organizing thoughts and concepts to help students make connections between previous and new learnings.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	4 - Good Alignment	While this exists throughout, more often than not, precision and reasonableness comes down to "how do you check your answer" as opposed

	• 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.		to "why does this make sense?"
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The majority of the real-world contexts are appropriate and add to the conceptual understanding of the mathematics being explored.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	While there are places for this to occur, they are not always explicit and baked into the instructional outcomes of the lessons.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	There is plenty of reading required, but the text is not dense and is presented well
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	The materials and activities do a fine job of guiding students to make connections

			between concepts both verbally and in writing.
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	Collaborative opportunities exist, but are not always baked into the main instructional materials as concept-building activities.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	The teacher and student materials do a nice job of requiring students to attend to precision in the way things are written and explained.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Opportunities exist, but it's not necessarily a focus.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	This is addressed in every single lesson and done thoroughly.

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 is aligned, appropriate, and designed for students to meet the expectations of the course.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is on grade and skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are available in multiple formats

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 go well beyond just getting answers to math problems and provide opportunities for students explore concepts deeply
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The concept exploration goes mush deeper than just answer-getting.
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	Pre-requisite connections and the way misconceptions are addressed make the materials accessible to all learners.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The content presented is able to be covered in a full 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 expertise of the authors and sources is clear, and the additional resources for ELL and ESE students is also well crafted.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The expertise of the authors and sources is clear, and the additional resources for ELL and ESE students is also well crafted.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were no errors detected in this review
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There is no bias or objectivity in the materials
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The materials present the concepts fully and at the appropriate depth for a full, well-rounded 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	There were no errors detected in this review
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content was current and relevant to the discipline
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 contexts were current and relevant to the discipline
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Contexts were appropriate for Florida students taking this course
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Some of the contexts were somewhat contrived, and there were some areas where more contextual connections could have been useful.
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 launch activities are a good example of interdisciplinary connections available in the materials
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	The materials were fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	There were no issues here
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 in this course are addressed very well by these materials.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Both the student and the teacher resources are robust and well-presented.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The major tool aligns well with the other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Everything is organized well and easy to find. The structure of each module is consistent, and it is easy to find what is needed to plan and execute quality 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	Graphics are clear and concise and are easy to be seen and read on paper materials as well as in the digital formats.
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	While this is done well for the most part, the practice work is rather dense. It will take attention and diligence for teachers to select the most appropriate exercises and activities to maintain pace while also monitoring 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).	5 - Very Good Alignment	All of these assistive tools and more are 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).	5 - Very Good Alignment	The materials are presented well and are easily accessible and followable by both students and teachers.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are some available, but it is not a primary focus within the materials.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials do a nice job of arranging the content in big ideas and breaking them down further in the modules.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	What makes this rating here is the way the materials address misconceptions and provide detailed expected responses to exploratory questions.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	The support students are offered in the digital suite go beyond just "here's more practice."
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Support structures provided can be adapted for multiple learning types.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	These opportunities exist from the launch of the activities 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	The materials do a fine job of starting at prerequisite knowledge and connecting to new learning in meaningful ways.
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 available in many places, but point-of-use examples could be more accessible.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Teachers get plenty of guidance, but point-of-use opportunities could be more accessible.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	There are many ways assessments are used to see if students can get problems right. There could be more opportunities to assess understanding in a more formal way.
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 available, aligned, and appropriate.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The materials include strategies for all learners 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	For the most part, these 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.)	5 - Very Good Alignment	The materials provide a well-rounded approach to the content and are presented in a way that makes learning accessible for students. Novice and veteran teachers alike could benefit from the guidance provided by the teacher materials.

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

Reviewer's Name: Jonah Apel

Title: Florida Reveal Geometry

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: 9-12

Course: Geometry

Bid ID: 424

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	Found no evidence of CRT.

Reviewer's Name: Cynthia Higgins

Title: Florida Reveal Geometry

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

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Grade Level: 9-12

Course: Geometry

Bid ID: 424

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 materials satisfy nearly all of the components required for instructional materials adoption for the State of Florida. As noted in the above ratings, coverage of constructions is weak and almost non-existent. Mention of using software for constructions is visible in the TE, but specific websites exist that can and should be used. A particularly exceptional OER for constructions is

	https://www.mathsisfun.com/geometry/constructions.html. As well, throughout the student edition and the TE, for each construction benchmark, there was exactly one instance of information regarding a construction for the concept. This is so disappointing: lack of information, examples, opportunities for reflection, discovery and practice for constructions in both the TE and the SE make it seem as if constructions are unimportant, when constructions are an excellent method of engagement and provide ample opportunity for discovery and conjecture that lead to a deeper understanding of concepts within geometry. If your authors could create some construction examples that involve discovery, reflection, and practice, this might be a more perfect set of instructional materials for the Florida B.E.S.T. standards for Geometry.

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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel

			success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Although there is an inordinate amount of proofs, there is excellent exposure and examples for the students who need enrichment.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment.
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an

	world problems involving postulates, relationships and theorems of trapezoids.		adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure

			and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding rotations needs to be increased.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Some of the real-world situations regarding the transformations are very confusing. (Section 2-4, Reflect and Practice # #25 - is something missing in the images? Amount of time needed for lessons regarding rotations needs to be increased.
MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of

			examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding rotations needs to be increased.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an

			adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of 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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	3 - Fair Alignment	Content aligns well to the benchmark, but there is not an adequate number of examples and practice problems for the struggling

			students to feel success with the concepts aligned to this benchmark. Good exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding this benchmark must be increased.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding coordinate geometry needs to be increased.

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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding partitioning and weighted averages needs to be increased.
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	Content aligns well to the benchmark, but there is not an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Good exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage

			of this benchmark. Amount of time needed for lessons regarding this benchmark must be increased.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations

			within the coverage of 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.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons

			regarding areas of regular polygons needs to be increased.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.

			Excellent assessment of how much time is needed for lessons regarding surface area.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	There is NOT an adequate number of teaching examples or practice problems for the concepts aligned to this benchmark. No exposure or examples for the students who need enrichment. No connections to real-world situations noted. Only a very skilled/experienced teacher will address the constructions with fidelity and lots of supplementary materials. What is seen in these materials is completely inadequate.
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	1 - Very Poor/No Alignment	There is NOT an adequate number of teaching examples or practice problems for the concepts aligned to this benchmark. No exposure or examples for the students who need enrichment. No connections to real-world situations noted.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	There is NOT an adequate number of teaching examples or practice problems for

			the concepts aligned to this benchmark. No exposure or examples for the students who need enrichment. No connections to real-world situations noted. Only a very skilled/experienced teacher will address the constructions with fidelity and lots of supplementary materials. What is seen in these materials is completely inadequate.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for

			the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to

			this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this 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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need

			enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding this benchmark needs to be increased; it is heavy with language and new symbols to represent the language.
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	4 - Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the

			concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark. Amount of time needed for lessons regarding this benchmark needs to be increased; it is heavy with language and new symbols to represent the language.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Content aligns nicely to the benchmark, and there is an adequate number of examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
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	Content aligns nicely to the benchmark, and there is an adequate number of

			examples and practice problems for the struggling students to feel success with the concepts aligned to this benchmark. Excellent exposure and examples for the students who need enrichment. Interesting connections to real-world situations within the coverage of this benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The MTR benchmarks are covered nicely throughout the materials. Ignite! activities are engaging and student-friendly for the most part.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	5 - Very Good Alignment	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

	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.		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.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	The MTR benchmarks are covered nicely throughout the materials. Students and teachers have lots of opportunities that are engaging and student-friendly where mathematical fluency is built, practiced, and evidenced.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	5 - Very Good Alignment	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.

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	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 ways to solve the problems.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	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	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The 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.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	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. The materials give an overabundance of options for students to prove their statements and their thinking in a variety of proofs and proof types.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	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.he ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to cite evidence and explain their reasoning and thinking. The materials give an overabundance of options for students to prove their statements and their thinking in a variety of proofs and proof types.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	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 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 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.

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	Exactly 3 benchmarks were not covered well at all; therefore I cannot justify a rating of 5-Very Good Alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Exactly 3 benchmarks were not covered well at all; therefore I cannot justify a rating of 5-Very Good Alignment.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Exactly 3 benchmarks were not covered well at all; therefore I

		cannot justify a rating of 5-Very Good Alignment.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	With the exception of GR.5.1, GR.5.2, and GR.5.3, these materials provide an adequate amount of examples and scaffolding, as well as, excellent coverage for students who need acceleration or enrichment. GR.51., GR.5.2, and GR.5.3 are the construction standards - coverage for these standards was VERY weak, allowing only one example within the materials and ZERO practice for the students. A teacher who is weak or not well-versed in constructions will not be able to adequately teach these standards without a LOT of supplemental materials.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	These materials place emphasis and importance on the concepts well. More in-depth practice is available for concepts that may require it.
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	These materials offer a variety of difficulty that aligns well with the content. More in-depth practice is available for concepts that may require it. A skilled teacher will be able to use the materials regardless of the readiness of her 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	For the most part, there are acceptable timelines for the content. There are a few instances where more time should be allotted to certain content, especially concepts that require coordinate

		geometry, area of regular polygons, and those that are heavy in algebra.
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	Nice variety of information throughout the materials with adequate sources cited to reflect expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Nice variety of information throughout the materials with adequate sources cited to reflect expert information.
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 pleasing to the eye and no typo or visual errors were noted.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Material is presented objectively and no instances of bias, contradictions or non-inflammatory nature 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	Material is representative of mathematics, and includes prevailing theories, concepts, standards, and models used within the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content is accurate and no errors 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	Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.
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	Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.
17. F. Authenticity of Content: The content includes connections to life in a context that is 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.
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 dispassionate 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	With the exception of GR.5.1, GR.5.2, and GR.5.3, these materials provide excellent coverage of the content and standards for this course. GR.51., GR.5.2, and GR.5.3 are the construction standards - coverage for these standards was VERY weak, allowing only one example within the materials and ZERO practice for the students. A teacher who is

		weak or not well-versed in constructions will not be able to adequately teach these standards without a LOT of supplemental materials.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	With the exception of GR.5.1, GR.5.2, and GR.5.3, these materials provide an adequate amount of examples and scaffolding, as well as, excellent coverage for students who need acceleration or enrichment. GR.51., GR.5.2, and GR.5.3 are the construction standards - coverage for these standards was VERY weak, allowing only one example within the materials and ZERO practice for the students. A teacher who is weak or not well-versed in constructions will not be able to adequately teach these standards without a LOT of supplemental materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	Colorful visuals within the Student Edition are engaging and appeal to all ability levels; narratives are

understanding of the content at a level appropriate to the students' abilities.		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.
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	Acceptable timelines for almost all of the content. Benchmarks that rely on proficiency with coordinate geometry, area and surface area, as well as, those heavy with algebra need additional time beyond what is included in the suggested timelines. Struggling students including ESE, ELL, and others who are not on grade level will experience difficulties with the amount of content per 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	UDL is evident, and there appears to be enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	This submission satisfies the presentation requirements rather well. For use in a general education classroom or advanced learners, the material is nearly perfect.

Learning	Reviewer Rating	Rating Justification
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. Inclusion of the occasional "Math History Minute," is an especially

		interesting feature and could be a perfect springboard for mathematical discourse that is meaningful, personal, and purposeful.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The Geometry course is intense and allows the successful student to sharpen his critical thinking skills in a variety of ways. 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. Since the construction standards are not covered well at all, there is a lack of what the expected outcomes are for the students.
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	Opportunity exists for most 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.	5 - Very Good Alignment	Throughout the materials, there are examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Additionally, there is a wide variety of ways for learners to express their learning of the concepts.
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.	5 - Very Good Alignment	Organization of the materials shows logical extensions of the content, goals, and objectives, throughout the materials, and the materials provide an adequate amount of examples and scaffolding 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.	5 - Very 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.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	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.
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	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.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The materials incorporate strategies, materials, activities, etc., that consider the needs of all students throughout the materials, and there are an adequate amount of examples and ideas for use with all students regardless of readiness or ability.
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 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.

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, these materials satisfy the LEARNING requirements. The lack of information, examples, opportunities for reflection, discovery and practice for constructions does not permit me to give a rating of 5 - Very Good Alignment.

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

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: 9-12

Course: 1206310 - Geometry

Bid ID: 424

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.	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.

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.	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:

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.	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?

Bid Response

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) - ACT Practice Book (printed book and PDFs online – Algebra 2 only) - SAT Practice Book (printed book and PDFs online – Algebra 2 only) - Assessment blackline masters (variety of PDFs online) - Homework practice (Word document online) - Extra Practice (Word document online) - Cultural Connections (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)

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: Bridgette Wicke

Title: Florida Reveal Geometry

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: 9-12

Course: Geometry

Bid ID: 424

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Very thorough and good depth and breadth of content. Many examples provided with great connections. Excellent real world examples, excellent technology resources, and excellent interactive tools.

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	Several examples of real world problems covered by standards.
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	Many examples of 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	Several examples of real world problems covered by standards.
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	Good examples of parallelograms and real world examples.
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	Good examples of trapezoids and real world examples.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Many examples of congruence and similarity of 2-D shapes and real world explanations.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Good interactive presentations for transformations.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Good interactive presentations for transformations.

MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Good interactive presentations for transformations.
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	Launch the lesson helps show real world examples.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Good examples of transformation that align.
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	Interactive, discover, and explore with good alignment.
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Good examples and alignment.
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	Really good real world examples that align.
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	Good real world examples that align.
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	Good real world examples that align.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Very good alignment with examples and videos.
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Good alignment.
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how	4 - Good Alignment	Good alignment, could use more.

	dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.		
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Very good alignment, kite example is great.
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	Could use more examples and explanations of each 3-D shape.
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	Could use more examples and explanations.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	5 - Very Good Alignment	Very good alignment.
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 interactivity.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Good alignment.
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	Good alignment with multiple real world examples.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Good alignment with multiple real world examples.
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	Good, could use more.
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 examples.

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	Good, could use more.
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	Good, could use more.
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 connections and examples.
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Very good extra examples.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	4 - Good Alignment	Good alignment.
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	Good examples and connections to the real world.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Great explore activities and alignment.

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

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

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

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 collaborative techniques and higher order thinking problems.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Great alignment, uses multiple techniques.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Very good alignment using engagement.
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, through use of examples.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Yes, does a great job of this.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Very good alignment to the correct skill level and curriculum.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Yes, materials are very adaptable and useful for 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	Yes, sufficient details are provided.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Yes, matches the standards well.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Yes, matches the abilities and grade level well.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Yes, matches the time period allowed.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Yes, reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Yes, they contribute well.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Yes, 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	Yes, 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	Yes, 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	Yes, 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	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	Yes, 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	Yes, 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	Yes, includes 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	Yes, meaningful.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, multicultural. I didn't see any unfair or biased portrayals.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Yes, I didn't see any examples of negativity against humanity.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, it is covered very well.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Yes, addresses the target learning outcomes. I would also add additional materials to some lessons.
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 with instructional components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Very good organization of instructional materials.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Yes, visuals engage students appropriate to their 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 seems adequate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Very good support tools.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Great presentation of content.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Good motivational materials, could be slightly stronger with current student interests.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Very good big ideas with strong concepts and important ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear instruction.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Very good support for students with videos, interactive tools, etc.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Could have more for developmental differences.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Good engagement, could have more variety for further engagement.
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 of activities.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Very good instructional strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Very good material for teaching targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Very good 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	Very good assessment strategies.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Good but could have more for a wider range of learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Yes, observed.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Yes, 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	Yes, aligns.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, omits.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, omits.

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, don't solicit.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Algebra 1

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200310 - Algebra 1

Bid ID: 428

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feed back

All images have alt tags.	2 - Poor Alignment	No alt tags in the images
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good 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.	2 - Poor Alignment	able to type in the tables but there is no section for note taking

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

Bid Response

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Byron Lee

Title: Math Nation: Florida's B.E.S.T. Algebra 1

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 428

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	Materials align with state rule and there is no evidence of prohibited materials.

Reviewer's Name: Triscia Panarello

Title: Math Nation: Florida's B.E.S.T. Algebra 1

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 428

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 most important feature of this submission is the desire on behalf of the authors to lead students to the "why" behind the content themselves. Each lesson follows the same cycle: warm-up, collaboration, guided learning, your turn, and wrap-up; I believe the predictable process is helpful for learners to expect. Many of the warm-ups and

	wrap-ups deal with growth mindset, which can help learners realize the elasticity of their brains and therefore allow for expanded learning. Reflection is a critical part of the learning process, often only included "when there's time." MTRs are evident throughout the submission. Each lesson in the TE clearly defines teacher moves, questions, differentiation strategies (although at times, vague), and enrichment (again, sometimes vague). It's easy for teachers to toggle between student view & teacher view on the digital platform. At times, there is little connection between the warm-ups and the lessons (ex: 5.1.1 aviation careers/video). In addition, I'm not sure how I feel about the TE suggestion in 5.3.1 ("Consider bringing orange juice to the classroom for students to engage in the warm-up with a tasty treat to increase student engagement.")

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	Text addresses standard within both real-world and mathematical contexts, specifically in exponential growth/decay.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Text includes rearranging formulas and equations to isolate a specified variable; for example, different forms of linear equations. Text also requires students to determine why certain forms make more sense to use than others.

MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	All three operations with polynomials are included. Closure property is clearly demonstrated. Polynomials contain a variety of number of terms, at times exceeding 3.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	Division with polynomial expressions by monomial expressions is included in its own lesson. All coefficients are rational numbers. Terms sometimes exceed 3.
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	A variety of methods are presented to factor polynomial expressions.
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Multiple opportunities are provided for students to write and solve equations given a real-world context.
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Learners are presented linear relationships in graphs, written descriptions, and tables of values to write linear two-variable equations; set in real-world & mathematical contexts.

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	Students recognize & write linear equations for parallel and perpendicular lines.
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Key features of graph are presented & elicited (such as domain, range, intercepts, slope, etc.) as students graph given functions.
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Linear function are modeled for students to solve & graph. Contexts are mathematical, but mostly real-world. Learners determine constraints given the contexts.
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	Mathematical & real-world contexts are used when writing and solving linear inequalities. Compound inequalities are included. Solutions are represented algebraically & graphically.
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	Writing two variable linear inequalities is covered in both mathematical & real-world contexts. All three forms are included. Zero as a coefficient is included in one real-world prompt at the end of 6.8.

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	Students are asked to graph two-variable linear inequalities within both real-world and mathematical contexts. All three equation forms are used. Cases include zero coefficients.
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Multiple methods are presented to write and solve quadratics.
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	Text includes writing quadratic functions from a graph, written description, and table of values. Vertex and 2 points equidistant from the vertex are presented. Standard form and vertex form are utilized.
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Text includes guided instruction for writing an equation of a quadratic function given the x-intercepts & another point on the parabola.
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Students will determine vertices and zeros of quadratics and interpret them. Presented in mathematical & real-world contexts.

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	Given key features, guided exercises are included to support graphing functions and interpreting key features within limits described in clarification #1. All three forms for quadratics are used. Appropriate notation styles are used.
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	Real-world contexts are used and guided instruction is provided to help students solve and graph quadratic functions. Students continue to interpret key features and constraints within the given contexts.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Multiple opportunities exist for students to write and solve absolute value equations. Contexts are real-world and mathematical.
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	Text includes guided instruction to identify and graph key features of absolute value equations. Key features stay within limits identified in the clarifications.
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Explicit definitions are given for growth & decay. Students classify situations and

			rates as either in real-world & mathematical contexts. Further practice is included in other lessons to continue to understand the interpretation of the parts of an exponential function.
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	Guided instruction is used to write exponential functions from graphs, tables, and written descriptions. All expectations are met for clarifications 1 and 2.
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	Text supports students in graphing exponential functions and identifying key features. All prompts are within the limits outlined in the clarifications.
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	All three methods are guided for solving systems of linear equations. No more than two equations are used per prompt. Prompts are given in mathematical & real-world contexts.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Students are guided to graph a solution set for two-variable linear inequalities, as well as identify the

			solutions given the graphs. All clarifications are 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	Students are provided with guided instruction to identify constraints and interpret solutions as viable or not.
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	Students are guided through situations in which they determine appropriate methods for data displays. All limits identified in the clarifications are 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	Students are guided through real-world situations in which data distributions are displayed in various ways. in order to interpret them
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	Students are guided through analyzing multiple situations for correlation & 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	Students make estimations based on data given in a sample survey; margin of error is 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.	5 - Very Good Alignment	Addresses standard; digital tools are linked for students to fit a linear function to data.

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	Students are tasked with building their understanding of residuals so they can determine strength & direction within a real-world context.
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	Over the course of four lessons, students build conceptual understanding of joint and marginal frequencies. They construct them in a scaffolded manner. Questions elicit ultimately making associations within the data 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.	4 - Good Alignment	Standard components addressed. Cubic root parent function not presented, although not required (clarification 2).
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	Text scaffolds students to evaluate functions for an input of the domain (as well as the input, given the range). When set in real-world context, students are supported to interpret the output.
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	Students calculate & interpret average rate of change in real-world context. Situations are presented graphically,

			algebraically, and in tables. Secant is introduced to help with nonlinear functions over specified intervals. Clear connection is made to slope.
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Text allows students to interpret key features of linear functions when comparing them represented in different forms (ie, one function represented algebraically compared to another function presented graphically).
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	All components of standard presented. Nonlinear graphs limited to quadratic & exponential functions.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Activities include building conceptual understanding of the differences between 3 models set in real-world context. Justifications are required. Tables and written descriptions are used.
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	Horizontal & vertical shifts and transformations by a factor are presented. Functions are limited

			to linear, quadratic, & absolute value. Positive & negative values for k are used.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Simple & compound interest learning activities are set in real-world context.
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	Learning activities lead to a connection between simple interest & linear growth (same for compound interest & 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	Understanding of the Laws of Exponents is deepened with rational exponents & radical expressions. Students use calculators to check their thinking. After understandings are solidified, students evaluate expressions involving rational exponents.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Students are scaffolded in guided learning exercises to generate equivalent expressions using the properties of exponents.
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Students learn about the Product Law of Radicals before transitioning into

			operations involving numerical radicals.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, in 9.11, students decipher word problems, modify solving methods, and most definitely help & support each other. In addition, a multitude of lessons elicit reflective responses from students about their learning and their attitudes toward a growth mindset.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, in lesson 7.5, students use a table to learn how to distribute algebraic expressions prior to developing an algorithm. Another example is in 10.2 where students represent solutions in multiple ways (tables, graphs, written descriptions).
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example,

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		in lesson 9.10, students are encouraged to utilize the most efficient method for solving quadratics.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, an error analysis task is included in lesson 4.12.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, in lesson 1.8, the TE encourages students to use a highlighter to identify the steps to

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		solving a certain problem, then rewrite them in a way that can be used as a reference for future similar problems.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, lesson 3.7 asks students to consider multiple lines of fit for the same scatter plot, and elicits a justification for their selection.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	This MTR is apparent throughout the lessons. For example, lessons 13.1 and 13.2 present interest in real-world context in order to make relevant connections.

	• 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 standard is embedded throughout the units. For example, in lesson 4.6 students must determine constraints for functions and justify their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text appears to be grade-level appropriate, but may be inaccessible for students with reading deficits. For example, lesson 1.3 is text-heavy and highly contextual, but there are pointers included for the teacher to scaffold for understanding.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	In lesson 3.8 students make inferences by analyzing actual and predicted points that make up residuals.
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 are encouraged throughout every lesson. For example,

			in lesson 13.3, students use the "Three Reads" collaborative structure.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This structure seems most apparent in the DP strand. For example, in lesson 14.1, students learn how to create a two-way frequency table to display data.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Standard is embedded throughout lessons. For example, students are exposed to, and apply a great deal of academic language related to exponential functions & the key features of their graphs.
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	Differentiation techniques are suggested to help with academic language.

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	Correlations match.
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	No major omissions in benchmarks.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	MTRs are embedded throughout. Concern lies in the amount of practice prompts included.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	As previously stated, concern lies in the amount of practice prompts included.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Concern lies in the variety of complexity. Mid to higher level prompts were predominately observed.
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	Concern lies in the variety of complexity. Mid to higher level prompts were predominately observed.
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	Concern lies in the variety of complexity. Mid to higher level prompts were predominately observed. Teacher would need to supplement and figure out 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 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	Materials are relevant.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typos noted at this time.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias noted at this time.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	Content reflects current reliable information.

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	No mistakes noted at this time.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Very little graphics included that would require sourcing.
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	No concerns noted at this time.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	While not visually stimulating, content is appropriate & relevant.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	I believe classroom teachers will need to take the real-world situations and explicitly supplement the connections in a way that's 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	See previous remark.
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 at this time.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No pornography or inhumane treatment noted at this time.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Slim margin between "very good" and "good" alignment.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	While the materials address the benchmarks, a concern still remains for the amount of supplemental materials teachers will need to find to bridge the gap for differentiation.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Digital TE & SE correspond.
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 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.	4 - Good Alignment	The presentation is not particularly engaging. Others may argue that makes it free of distraction.
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	Theoretically, the pacing is realistic. However, I believe teachers will have to supplement the mid to high level of practice prompts in order to lead to mastery of content.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Navigation (and presentation related) of platform is easy to use.
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 do not believe the presentation is particularly engaging. As previously stated, some would argue it's a good thing because it might minimize distractions in the text.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Learner motivation strategies are acceptable, but not outstanding.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Framework allows for building upon content previously introduced. Seamlessness between lessons/topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning expectations are clearly included.
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	One of the best features of the program is the focus on students arriving at "why" themselves.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	As previously stated, I am concerned by the higher level questioning eclipsing & discouraging students' willingness to engage.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Variety of cooperative structures included.
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	Opportunities exist for students to be scaffolded toward conceptual understanding.
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	Cooperative learning structures included.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Cooperative learning structures are appropriate for the learning outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Multiple opportunities are given for students to

		demonstrate understanding and application of new targeted 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	Multiple opportunities are given for students to demonstrate understanding and application of new targeted learning.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Differentiation strategies are suggested, but could be more thorough and more helpful to newer teachers.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Each lesson has an MTR focus, although all of them are embedded throughout. Students utilizing this material will do a great deal of reading & writing for understanding.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission satisfies all components outlined in the Learning section of the specs.

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

Reviewer's Name: Tammy Shelton

Title: Math Nation: Florida's B.E.S.T. Algebra 1

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

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Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 428

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 learners will benefit from material being presented in multiple ways. Most real world context problems are relevant to Florida learners. I love the use of Algebra Tiles throughout. I would definitely use this in my classroom!

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	Covered well with different types of relevant problems.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	NA
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	I like that you use different representations for the same problems. Also the use of manipulatives is great for learning to multiply binomial by binomial.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	Great explanations but would like more practice problems
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	NA
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	May be lacking relevance to the learners
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	NA
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	NA

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	NA
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	I would like to see more practice problems in this section.
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	NA
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	NA
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	NA
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	4 - Good Alignment	I'd like to see Algebra Tiles used more with Completing the Square
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	NA
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Guided instruction is very good for this benchmark
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	NA

MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	NA
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	NA
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	NA
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	NA
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	NA
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	NA
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	NA
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Excellent!
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	NA

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	NA
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	NA
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	NA
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	NA
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	NA
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	NA
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	NA
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	NA

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	NA
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	NA
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	NA
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	NA
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	NA
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	NA
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	NA
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	NA
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	NA

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	Excellent Activities
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	NA
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	NA
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Great!
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	5 - Very Good Alignment	This was exceptional!

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

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

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

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

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

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

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

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

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	NA

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

Reviewer's Name: Megan Hinson

Title: Math Nation: Florida's B.E.S.T. Algebra 1 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1 Honors

Bid ID: 429

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The materials do a great job of posing examples with questions that allow for rich conversation among students. These examples/questions/conversations should lead students to the why behind the math. Each lesson includes a warm-up that either leads into the lesson or spirals previously mastered concepts. Each lesson also includes an exit ticket or

	wrap up that has the student reflect on their learning for the day. These are all powerful tools in helping students take control of their learning. I do wish their was more practice for students to be able to solidify their learning through additional practice. Standards aligned assessments for each unit would also be helpful for teachers to summatively assess student learning before moving on.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Students are given examples to identify parts of an expression or equation in different contexts that build to mastery.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Students given many different opportunities and scenarios to isolate a quantity of interest.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	The highlighting of key terms that relate to standards as well as important vocabulary. Great visual for the distributive property. Color coding when identifying like terms that can be combined. Great explanation/application of use of Algebra tiles for multiplying binomials.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Great examples, activity, student response/thinking

MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Separate lessons for each type of factoring, smaller more digestible parts!
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Use of error analysis in 5.2 is a great way for students to build their understanding of solving equations. Great build to mastery through the lessons.
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	Separate lessons for writing equations of lines.
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	Standard broken into smaller more digestible parts.
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	Great examples and practice for graphs, tables & equations, and real-world. Love the real-world activity 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.	5 - Very Good Alignment	Great opportunity for students to explore and discuss real-world constraints in regards to linear situations. Lots of great application/practice in 4.7.
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	Separate lessons to give students the full master the standard.
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written	5 - Very Good Alignment	Great questioning and graph examples.

	description within a mathematical or real-world context.		
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	Students given opportunities to graph and understand the solutions of the graph.
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	Each solving method students need to master are broken down in separate lessons.
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	Lesson for each representation to write a quadratic function.
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Great questioning strategies used to help students understand how to write a quadratic function given x-intercepts and a point.
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Great use of Algebra tiles to teach concept to assist in mastery.
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	All parts of the standard represented to get students to mastery of the standard.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Good examples given for students to interpret key features of quadratics.

MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Great build to mastery
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	Student have opportunities to solve and graph.
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 real world application of the concept.
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Understandable examples to help students reach mastery.
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	Separate lessons for different representations.
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	Separate lessons for each type of representation students must be able to graph a quadratic from.
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	Great practice writing the equations and then determining viability of solution.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Great build to mastery.
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	Great linear alignment in lesson 5.5 and 5.11. All other lessons align with interpreting solutions as viable or non-viable.

MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Great relatable examples to help students with a difficult concept.
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 relatable examples to help students with a difficult concept.
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	Real world examples that help students understand difference between correlation and 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.	4 - Good Alignment	Student likely need more explanation of populations.
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	The warm-up in 3.7 is a great conversation starter! I appreciate the inclusion of these standards with linear so students can make the connection between hard data versus experimental/statistical data but apply the same conceptual knowledge.
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	Great examples/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	Real-world application of the standard that will allow students to easily make connections.

MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	5 - Very Good Alignment	Great examples and activities to help students understand/master.
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 examples and activities to help students understand/master.
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	Questioning great to help students interpret the `relative frequencies.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Great intro in 1.1 with more in depth examples/explorations in 13.4.
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 evaluate and interpret in 1.2 and 1.3 then get the opportunity to work with constraints in 4.6 which help with interpreting.
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	Different types of functions represented all within one lesson for finding average rate of change.
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	4.1 I appreciate all representations for domain/range being taught/explained. 4.8 has great examples/practice in comparing linear functions in different forms.

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	Students given multiple representations to identify and compare key features of different types of functions.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Great examples and activities to assist students in reaching mastery.
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	Separate lesson for each type of transformation.
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	Students given lots of different graphs/examples to determine the transformation.
MA.912.F.3.1	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Great examples for composition of functions.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Lots of examples/practice for each type of interest.
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	Students don't explicitly explain the relationships but they are questioned that will spark conversations that should ultimately get them to the understanding.
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 lots of examples and opportunities to use laws of exponents so they understand the why behind the laws.

MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Prompts that allow for rich partner discussion. Students get to discover the why and see exactly how the properties of exponents work.
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Students get to do error analysis, justify their answers, activities are well aligned and great practice.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Throughout the curriculum students are working together, being questioned, and persevering through tasks to get to mastery.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	Throughout the curriculum students are modeling and using manipulatives, representing problems in different ways, expressing connections and choosing representations that fit.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Throughout the curriculum students are working together, being questioned, and persevering through tasks to get to mastery.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	5 - Very Good Alignment	Throughout the curriculum students are working together, complete error analysis, being questioned, and persevering through tasks to get to mastery.

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

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Throughout the curriculum students are working together, complete error analysis, being questioned, and persevering through tasks to get to mastery.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Throughout the curriculum students are asked to explain and/or justify their answer/thinking/reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Throughout curriculum students are reviewing table, graphs, and other representations that students interpret and answer questions about.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Throughout the curriculum students are questioned to give them opportunities to make conjecture/inferences to help lead students through the learning process.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Throughout the curriculum students are posed questions that they are

			then asked to discuss with their partner. The questions or direct/explicit in helping students work to mastery.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Curriculum writers did a great job of including opportunities for students to write in an appropriate format.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Curriculum writers did a great job of including opportunities for students to write in an appropriate voice/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	ELL students are given opportunities to communicate their learning. More visuals may help with ELL learning process.

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 learning outcomes well aligned and covered to mastery.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the correct skill level of the standards and benchmarks in the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	There are lots of partner activities, opportunities for conversation to lead to understanding, entry and exit tickets. All very adaptable and

		useful for classroom instruction and formative assessment.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Maybe some additional practice would be helpful but all topics were included with at least one opportunity to practice.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level (complexity or difficulty) of the treatment of content matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The level (complexity or difficulty) of the 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.	5 - Very Good Alignment	The primary and secondary sources cited in the materials reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The primary and secondary sources contribute to the quality of the content in the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	A couple of typos were identified but this was minimal.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	The content of the material is presented objectively.

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

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 sufficiently covered throughout the course material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	student resources address the 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.	5 - Very Good Alignment	All components align 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	Materials are organized in a very logical manner.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Some pages were overly busy which may be confusing for some students.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Material broken down into digestible parts that can be covered within a regular class period.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Assistive supports in place to aid in accessibility 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	Overall the curriculum is presented well.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Every lesson has a temperature check for students to self reflect on their learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Lessons broken into smaller manageable parts to reach full mastery of each standard.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Every lesson gives the standard as well as a checklist of objectives.
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 questioning used in the lessons help guide students to the why behind the math.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Each lesson builds to 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	Students are often given a task and asked to work with a partner or discuss with a partner their 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	Almost every lesson includes an engaging activity that supports student learning of the material.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Questioning and collaboration are throughout the curriculum that are strategies known to help students master standards.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Questioning and collaboration are throughout the curriculum that are strategies known to help students master standards.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	There is some formative assessment but I did not seem any summative/formal 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.	1 - Very Poor/No Alignment	There is some formative assessment but I did not seem any summative/formal assessment.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All student needs are considered in the curriculum.
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 evident throughout the curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Curriculum satisfies the learning requirements.

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

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Algebra 1 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200320 - Algebra 1 Honors

Bid ID: 429

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	2 - Poor Alignment	no alt tags were available
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	could not export to another document
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	able to type in the tables but there is no section for note taking

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

Bid Response

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	3 - Fair Alignment	could not export to another document

Reviewer's Name: Byron Lee

Title: Math Nation: Florida's B.E.S.T. Algebra 1 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1 Honors

Bid ID: 429

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	Materials align with state rule and there is no evidence of prohibited materials.

Reviewer's Name: Amber Weidlein

Title: Math Nation: Florida's B.E.S.T. Algebra 1 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1 Honors

Bid ID: 429

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 would love to see the consumable products, the test taking software and HW pieces. The strengths of this teaching tool would be that they have put out a very good product before that schools in our county actually use instead of our adopted textbook for honors level Algebra in middle schools. I feel as though that with enough training and a walk

	through of the teaching tool it would be a great product to adopt. The weaknesses is that this particular tool is for Algebra Honors. In our county we have typically adopted one "textbook" for Algebra 1 and Algebra 1 honors.

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	Covers standard
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Covers standard
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Covers standard
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Covers standard
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Covers standard
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Covers standard
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Covers standard

MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	Covers standard
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Covers 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	Covers standard
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Covers standard
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	5 - Very Good Alignment	Covers standard
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Covers standard
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Covers standard
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Covers standard
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Covers standard

MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Covers standard
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Covers standard
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Covers standard
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Covers standard
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Covers standard
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Covers standard
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Covers 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	Covers standard
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Covers standard

MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Covers standard
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Covers standard
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Covers 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	Covers 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	Covers standard
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	Covers standard
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	Covers standard
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Covers 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.	3 - Fair Alignment	standard moved to Alg 2

MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	3 - Fair Alignment	standard moved to Alg 2
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	Covers 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	Covers standard
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	Covers standard
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Covers standard
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Covers standard
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Covers standard
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Covers standard
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented	5 - Very Good Alignment	Covers standard

	algebraically, graphically, in tables or written descriptions.		
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Covers standard
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Covers standard
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Covers standard
MA.912.F.3.1	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	5 - Very Good Alignment	Covers standard
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Covers standard
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Covers standard
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	5 - Very Good Alignment	Covers standard
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Covers standard

MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Covers standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Addresses MTR
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Addresses MTR
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	4 - Good Alignment	Addresses MTR

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

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

	• 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	Addresses standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Addresses standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Addresses 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	Addresses standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Addresses standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Addresses 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	Addresses 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 to state standards

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	I think some curriculum will need further background knowledge and not able to jump right into certain topics
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	I do not understand how to use the online platform while teaching, I would need training on that. I cannot view the consumable products to see if those would be more helpful.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Significance is relevant
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Matches standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	For honors yes this meets student ability
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	Good pacing
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	This is reflected in the 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	They 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	Very accurate
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Free of bias

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Represents discipline well
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Free of mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	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	Relevant context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Relevant to learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Good real world examples
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Good 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	No 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	Humanity and compassion shown
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Good coverage of BM and stadards

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	Could not see consumable items to see what that offered students and teachers, also they would need more background knowledge on some topics covered
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Good alignment, not sure how to use an online platform to teach from in a traditional classroom
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	There were a few things I would teach out of the order given like solving equations
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	visually appealing to engage students on the online platform
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Very good 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	Good UDL coverage
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	I am having a hard time understanding how to teach from an interactive presentation screen instead of the typical note taking and working out examples. I would like to see white board lessons for example.

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Good amount of opportunities to check answers and work through problems online
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Big Ideas are all hit thoroughly
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Very clear on 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	A lot of room for independent thinking
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Supports the more common learning style that this generation is going towards
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Lots of opportunity for student engagement
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Good organization
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
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Effective in the targeted outcome
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Questions in lesson correlated, would love to see test question banks etc to see
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	Only saw lesson questions

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Good 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	Very good coverage of 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	It 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	yes, no CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	yes, no CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	yes, 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 evidence of soliciting SEL

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Algebra 2

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200330 - Algebra 2

Bid ID: 432

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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.	2 - Poor Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	could not export to another document
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	able to type in the tables but there is no section for note taking

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

Bid Response

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	3 - Fair Alignment	could not export to another document

Reviewer's Name: Byron Lee

Title: Math Nation: Florida's B.E.S.T. Algebra 2

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 432

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	Materials align with state rule and there is no evidence of prohibited materials.

Reviewer's Name: AMISHA PARIKH

Title: Math Nation: Florida's B.E.S.T. Algebra 2

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 432

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The material is easy to adopt, aligned with Floria standards, well-paced, and includes a variety of examples. I strongly recommend it for Algebra 2 and Algebra 2 Honors 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.	5 - Very Good Alignment	real word context
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	includes self reflection rubric
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	good demonstrations of different examples of long division.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	Interpreting Graphs of Real-World Contexts Involving Polynomials
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	4 - Good Alignment	good Wrap-Up: Reflection
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4 - Good Alignment	missing raional number operations in warm up
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	good application problems
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	graphical representation of solutions
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	4 - Good Alignment	four representations of functions

	values within a mathematical or real-world context.		
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	real word applications of Quadratic functions
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	real word context
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	solution set to Inequality
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	CRT
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	interpretation of key features
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	Real-World Exponential and Logarithmic Equations
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	vertical alignment of end behavior concept
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.	4 - Good Alignment	constant percent rate of change in terms of a real-world context.

	Interpret the constant percent rate of change in terms of a real-world context.		
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	key features
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	key features
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	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.	5 - Very Good Alignment	mathematical and real-world context
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	classification, endhavior and multiplicity
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	examples of extraneous solution
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	excellent flow of graphs and key features
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	graphs ad key features of square root and cube root functions

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	variety of examples on solving rational equations
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	VA, HA and other key features are explianed in graphing rational functions
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	real word problem is included
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	real-word context
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	solving a non linear system algebraically
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	4 - Good Alignment	graphical approach is well explained.
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	examples of real word problems of constraints
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	examples of key features and real - word application.
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-	4 - Good Alignment	good examples of exponential regression

	world problems in terms of the context of the data.		
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Representations of Linear, Quadratic, and Exponential Functions
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Comparing Key Features of Functions
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	classifying odd, even, or neither functions
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	Excellent examples of transformations
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	great graphical and numerical explanation of transformations
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	multiple represtantations of transformations
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	examples and error analysis on combining functions
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	examples of different representation on

			composition of two functions
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	hraphical and numberical approach to find inverse of a function
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	finding inverse of a function algebraically
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	linear and exponential functions
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	real word application of linear and exponential functions
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	Guided Instruction on Simple Interest and Linear Growth
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4 - Good Alignment	simplify numerical and algebraic expressions and rewrite them in redical expressions
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	operatons on expressons with redicals
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	three properties of numerical logarithmic expressions

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	three properties on algebraic logarithmic expressions
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	operations on complex numbers
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Analyze the problem in a way that makes sense given the task.:11.5.3 A job for Rational Detectives
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	10.3.1 Graphing a Rational functions and the key features from the table

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	factoring the sum of Two squares example in 2.12.2
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	group work of stations

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	stations activity on verical shifts
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	solving radical wquations, 6.11.2, Guided Instruction
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	3.7.2.real-word problem,Connect mathematical concepts to everyday experiences.

	• 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	Cardboard box activity
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Star Brightness example
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	3.9.3 Quadratic Regression example
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	8.8.4 activity :Exponential Equation ladder
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	11.6.4 Activity on Task Cards
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	12.1.3 Solving System of Linear Equations
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	10.1.3 Guided Instruction

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	at 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	it's useful for classroom instruction
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	yes, at grade level
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	guided examples
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	many concepts are explained using different levels of examples
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	many concepts are explained using different levels of examples
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	it depends on how students are prepared for the skills that they should be
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	Examples show the evidence
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	good quality of material
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	indeed
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	agree

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	it does
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	it is
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	yes
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	at grade level and standard based
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	real-life 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	Application problems
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	examples of different culture and country
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	yes
21. In general, is the content of the benchmarks and standards for this course covered in the material?	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	enough material for students
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	yes
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	very well organized material
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	it is
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	can be fast in some chapters
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	yes
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	very well

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	use of variety of real word problems
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	yes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	yes

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	guided work out problems and activity based examples
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	guided work out problems and activity based examples
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	guided work out problems and activity based examples
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	guided work out problems and activity based examples
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	yes
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	through variety of examples
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	through variety of examples
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	through variety of examples
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	yes
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	yes

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

Reviewer's Name: Kristina Wichern

Title: Math Nation: Florida's B.E.S.T. Algebra 2

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 432

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 amount of material and resources are excellent. Some units have more challenging content than average, in regards to the student's practice. I believe it is an extremely effective resource and highly recommend.

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	includes all parts of the benchmark
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	includes all parts of the benchmark
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	gives enough practice for each strategy
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	the real world problems are relevant to the math
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	includes all parts of the benchmark
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	evaluating other peers work or identifying mistakes covrs the monitoring of mastery
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	Thoroughly covers all parts of benchmark
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	Covers the benchmark equally with graphing and algebra

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	Thoroughly covers all parts of benchmark
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	real world are relevant and cover the benchmark
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	includes all parts of the benchmark
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	provides a large amount of practice with graphing and interpreting
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	covers benchmark with very thorough 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.	5 - Very Good Alignment	Most questions include all parts of the benchmark
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	Thoroughly covers all parts of benchmark
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Strategies are effective to identify the relationships

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	could include more
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	challenging questions, but good use of chunking
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	could include more
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	includes all parts of the benchmark
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	doesn't spend too much time on degrees less than 3, so the benchmark is met
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	covers benchmark while still remediating prior concepts
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	Thoroughly covers all parts of benchmark
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	covers benchmark while still remediating prior functions

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	Thoroughly covers all parts of benchmark
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	good scaffolding to get to the creating equations
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	good mix of table, equation, and written to cover the entire benchmark
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	includes all parts of the benchmark
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	relevant real world scenarios
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	matches standard
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	good explanations
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	interpreting viable and nonviable with explanations
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or	5 - Very Good Alignment	real world applications are relevant

	the vertex 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.	5 - Very Good Alignment	great 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	card sort is great engagement
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	good representations to compare
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	a lot of different functions to determine
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	good discovery leading to lesson
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	A lot of procedural
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	good examples
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and	5 - Very Good Alignment	Variety of real world situations

	polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.		
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	good flow
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	a large amount of graphs
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	good use of questions asking explanation of steps to get the inverse
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	excellent variety of types of situations for comparison
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	majority of the questions are high level
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	excellent discovery lesson
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Great review of all the properties of exponents
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	All radicands are monomials as the benchmark states
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	good mix of use of both log and exponent properties

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	good mix of use of both log and exponent properties
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	Students are evaluating exponents and radicals, but with the complex numbers imbedded
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	One practice problem has the students Ask two classmates for their answers and justifications
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.	5 - Very Good Alignment	10.3 has the students graphing when given the information in a variety of ways, instead of giving them the graph and then asking them to interpret the key features

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Adapt procedures from other functions to the new functions
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	In 5.12 they let the student choose a method to divide, but have them verify it with a different strategy

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	discuss the effect the coefficients have which guides them to discover patterns in lesson 1-4
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Lesson 1.8.3 Guided Instruction is asking if the answer is reasonable and why
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	renting a truck to move is an excellent example of everyday life

	• 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	Uses ELA standards as expected
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Uses ELA standards as expected
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Uses ELA standards as expected
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	Uses ELA standards as expected
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Uses ELA standards as expected
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Uses ELA standards as expected
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	Uses ELA standards as expected

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 meets expectations
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	Majority are, some seem slightly above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	content meets expectations
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	content meets expectations
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	content meets expectations
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	It matches the assumed 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	some material would take too long
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 meets expectations
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 meets expectations
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	content meets expectations
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 meets expectations
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	content meets expectations

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	didn't find any mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	all content is recent
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	real world applications are mostly relevant to a wide variety of students
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	use of FL cities is 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	Many real world applications that high school students can relate to
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	wide variety of interests are represented
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 were used
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 stereotyping or shaming
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	content meets expectations

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	could use this as only resource
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	excellent flow
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Very organized and has the same format for all lessons
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	resources are varied for all types of learners
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some units have too much to cover
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	resources are varied for all types of learners
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presentation is neat and organized. Flows well and enough variety for all learners

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Varied activities allow for motivating all types of learners
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Materials for the Big Ideas covers everything else
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Very detailed with a lot of supporting resources

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Excellent scaffolding and discovery lessons
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	All learners benefit from the variety of strategies suggested
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 mix of movement incorporated
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	all activities are relevant
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	Doesn't include every strategy, but a lot
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The suggested strategies work
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	materials are aligned to 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	Many opportunities for monitoring understanding
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Includes every type of learner
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	Meets expectations
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 expectations

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

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Algebra 2 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200340 - Algebra 2 Honors

Bid ID: 433

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	text -to- speech tools provided did not work

All images have alt tags.	2 - Poor Alignment	No alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	not able to export to another document
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	able to type in the tables but there is no section for note taking

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

Bid Response

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.		
Review	Rating	Comments
	2 - Poor Alignment	not able to export to another document

Reviewer's Name: Byron Lee

Title: Math Nation: Florida's B.E.S.T. Algebra 2 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2 Honors

Bid ID: 433

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	Materials align with state rule and there is no evidence of prohibited materials.

Reviewer's Name: Detra Long

Title: Math Nation: Florida's B.E.S.T. Algebra 2 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2 Honors

Bid ID: 433

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 definitely sufficient, in fact, it appears that each lesson was written to specifically cover the corresponding standard. However, this material is not well suited for all learners. If the targeted learners are self-motivated and hard-working, then they would likely do well with this material, however, struggling learners may not be as

	successful. This material is better suited for a self-paced, individualized setting.

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	This standard is sufficiently covered.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.1.11	Apply the Binomial Theorem to create equivalent polynomial expressions.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic	4 - Good Alignment	This standard is sufficiently covered.

	equations over the real and complex number systems.		
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the	4 - Good Alignment	This standard is sufficiently covered.

	context and identify any extraneous solutions.		
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.6.2	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.	4 - Good Alignment	This standard is sufficiently covered.
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.	4 - Good Alignment	This standard is sufficiently covered.

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	This standard is sufficiently covered.
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	4 - Good Alignment	This standard is sufficiently covered.

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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	4 - Good Alignment	This standard is sufficiently covered.
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.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	4 - Good Alignment	This standard is sufficiently covered.

MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.
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	This standard is sufficiently covered.

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	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical	4 - Good Alignment	This standard is sufficiently covered.

	expressions using the properties of logarithms or exponents.		
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	This standard is sufficiently covered.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.4.1	Given a mathematical or real-world context, represent and manipulate data using matrices.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.4.2	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.4.3	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices.	4 - Good Alignment	This standard is sufficiently covered.
MA.912.NSO.4.4	Solve mathematical and real-world problems using the inverse and determinant of matrices.	4 - Good Alignment	This standard is sufficiently covered.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	This standard is sufficiently covered.

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

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

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

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 standard is sufficiently covered.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	This standard is sufficiently covered.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	This standard is sufficiently covered.
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	This standard is sufficiently covered.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	It appears as though the content was written to the exact language 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.	4 - Good Alignment	The content is at the appropriate level for the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials seem to be better fitted for a virtual class. A traditional class that does not have technology may struggle with using the material.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	There are many details, however, more practice problems would be helpful.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	This is at the appropriate level for the 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	This is at the appropriate level for the 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	This is at the appropriate level for the course.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	This is appropriately addressed.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	This is appropriately addressed.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	This is appropriately addressed.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	This is appropriately addressed.
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	This is appropriately addressed.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	This is appropriately addressed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	This is appropriately addressed.
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 is appropriately addressed.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	This is appropriately addressed.

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The main materials are sufficient, however, some teachers may have to supplement due to a lack of extra practice problems.
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	This is appropriately addressed.
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	This is appropriately addressed.

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 appropriately addressed.
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 the digital materials, there are a number of supports built in, including the ability to change the language of the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	This is appropriately addressed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The digital materials are very interactive.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	This is appropriately addressed.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	This is appropriately addressed.
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 digital platform is very much so geared toward more independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	This is appropriately addressed.
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.	4 - Good Alignment	There are enrichment activities embedded within each section.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	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	This is appropriately addressed.
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	In the digital materials, there are a number of supports built in, including the ability to change the language of the materials.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	This is appropriately 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	This is appropriately addressed.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No prohibited topics or theories 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 topics or theories 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 topics or theories 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 topics or theories are included.

Reviewer's Name: Odalis Tavares

Title: Math Nation: Florida's B.E.S.T. Algebra 2 Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2 Honors

Bid ID: 433

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.1.1	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	There are enough practice and/or examples to support identifying and interpreting parts of an equation.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Students will be able to add, subtract and multiply rational expressions based on the variety of strategies shown in instruction.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	There is sufficient practice and/or examples to support division of polynomials. Lesson 5.10 in the student view has some coding errors. The MLR highlighted in 5.11 is not truly being used with the intent.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	There is a good balance of mathematical and real-world problems with polynomials.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	4 - Good Alignment	The lessons have a good balance of problems and examples to help students rewrite a polynomial expression. Some problems appear to be too challenging,

			for example: 2.10.4 problem 1.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	3 - Fair Alignment	Overall these lesson contain a couple of concerns: 10.4 has a different layout than the other lessons. The problems on the teacher's edition for 10.5 are not legible.
MA.912.AR.1.11	Apply the Binomial Theorem to create equivalent polynomial expressions.	4 - Good Alignment	There are sufficient practice and examples to support the Binomial Theorem.
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.	4 - Good Alignment	The examples and problems match the intent of the benchmark.
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	This lesson has sufficient support to write and solve one-variable inequalities.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	These lesson support the intent of the benchmark.
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 is a good balance of real-world and mathematical problems.
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	There are enough examples and/or problems to support students writing an

			equation from a graph or written description.
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	The examples and/or problems meet the expectation of the benchmark.
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 is enough support for students to practice and understand absolute value inequalities, both algebraically and graphically.
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	Good balance of real-world and mathematical examples and/or problems.
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.	4 - Good Alignment	There are sufficient supports to help students practice and understand this benchmark.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Students will be able to write an exponential function to represent relationships.
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	There is good alignment with the benchmark; however, there is a concern with the strategies highlighted in the lesson. It does not match the intent of the MLR.

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	Students will be able solve and graph exponential function problems based on the examples, explanations and problems in these lessons.
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 is sufficient practice and examples so that students are able to graph the function and identify it's key features.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Students will be able to solve and graph logarithmic functions based off the examples and/or problems presented in these lessons.
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	Excellent real-world examples to support this benchmark.
MA.912.AR.6.2	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.	4 - Good Alignment	Good examples and/or problems to ensure students can explain and apply the Remainder Theorem.
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	These lessons provide excellent supports for students to be able to sketch a rough draft and understand multiplicity as well as end behaviors.

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 sufficient examples and/or problems to support solving one-variable radical equations.
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	The examples and problems do a good job explaining the function and it's key features.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	These lessons provide sufficient support for this benchmark.
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 sufficient examples to write and solve one-variable rational equations.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	These lessons will help students understand how to graph rational functions and identify key features.
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	These lessons have sufficient examples and/or problems to help support this benchmark.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4 - Good Alignment	There are sufficient examples and opportunities for students to practice with system of equations, both linear and non-linear.

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	Students will be able to understand systems of equations, both linear and non linear, based on the examples and problems provided.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	This lesson does an excellent job of helping students with graphing inequalities.
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	The real-world situations provided in this lesson are meaningful and connect to the benchmark nicely.
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	This lesson provides sufficient examples and/or problems to help students solve and graph piecewise functions.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	There are sufficient problems and/or examples to help students write and solve arithmetic sequences.
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	4 - Good Alignment	There are sufficient problems and/or examples to help students write and solve geometric sequences.
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	4 - Good Alignment	These lessons provide sufficient examples and/or tasks to help

	solve real-world problems in terms of the context of the data.		students master this benchmark.
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	Students will be able to fit an exponential function to bivariate numerical 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	This lesson does a good job of describing events as subsets of a sample space; however some of the strategies provided are not clearly defined as expected (ie. Compare and Connect is not used nor explained the way the routine is designed)
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	3 - Fair Alignment	There are not enough practice problems to support this benchmark.
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	3 - Fair Alignment	There are not enough opportunities to support this benchmark. In addition, the routine highlighted in the lesson is inaccurate and does truly help the students see the connection.
MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	3 - Fair Alignment	There are not enough opportunities to support this benchmark. In addition, the routine highlighted in the

			lesson is inaccurate and does truly help the students see the connection.
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	Students will be able to apply the rules covered in this lesson. Similar to prior lessons, the routines are not clearly used the way it is intended to be.
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	4 - Good Alignment	There are enough practice and/or problems on permutations and combinations.
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	These lessons did an excellent job of accessing prior knowledge and connecting the lesson to ensure students are able to define a function and determine it's type.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Students will be able to compare key features of two functions based on the examples and/or problems in this lesson.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	Students will be able to determine whether a function is even, odd or neither based on the examples and/or problems. There is also a good

			mix of representations: algebraically, graphically and in a table of values.
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	These lessons have sufficient practice and/or problems to help students identify the effect on the graph of a given function of two or more transformations.
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	These lessons allow enough practice and sample problems to help students state the type of transformation and find the value of the real number.
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	These lessons provide enough practice and/or examples to support this benchmark.
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	Students will be able to practice with combining two functions; however, there is not enough practice and/or problems for more than 2 functions.
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	While the examples and problems provide enough support for

			this benchmark, the strategies embedded in this lesson are not used with the intent of the routine.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	This lesson supports analyzing inverse functions.
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	These lessons provide sufficient examples and/or examples to support this benchmark.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	These lessons provide sufficient practice and/or examples to compare interest overtime. The routines embedded in the lesson are not written the way it was intended by the original developers.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	This lesson helps students make real-world connections by solving interest problems.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	4 - Good Alignment	These lessons does a good job covering this benchmark.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4 - Good Alignment	These lessons allow students enough examples and/or problems to generate equivalent algebraic

			expressions with radicals and rational exponents.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	4 - Good Alignment	Students will be able to preform the 4 operations on algebraic expressions based on these lessons.
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	These lessons help students work with logarithms or exponents.
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	These lessons help support the benchmark and provides enough practice and/or problems.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	Students will be able to use prior knowledge to help add, subtract, multiply and divide complex numbers.
MA.912.NSO.4.1	Given a mathematical or real-world context, represent and manipulate data using matrices.	4 - Good Alignment	These lessons help students represent and manipulate data using matrices.
MA.912.NSO.4.2	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.	4 - Good Alignment	Students will be able to solve a system using matrices.
MA.912.NSO.4.3	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices.	4 - Good Alignment	This lesson helps solve mathematical and real-world problems involving the different

			operations in matrices.
MA.912.NSO.4.4	Solve mathematical and real-world problems using the inverse and determinant of matrices.	4 - Good Alignment	This lesson allows for sufficient practice with matrices and their inverse.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for teachers to implement.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	Lessons throughout the program help support this MTR and there are good suggestions for

	• 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.		teachers to implement.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	There are lots of opportunities throughout the curriculum for students to justify their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The text used in this curriculum is on grade-level for this course.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	There are opportunities to make inferences to support comprehension throughout the curriculum.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The curriculum provides plenty of opportunities for students to collaborating and listen to one another.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	There are enough opportunities to help students create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	There are strategies and routines

			embedded throughout the lessons to hep support appropriate voice and tone.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	The MLR's are embedded throughout many lessons to help support ELL; however, many times the routines are not used or explained in the way it was intended to be by the writers of the MLRs.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The content is aligned to the benchmarks delineated for Algebra 2.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The content is at the appropriate level for students taking this course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The lessons do provide suggestions for common misconceptions and ways to differentiate learning.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	There are sufficient details to help support students with understanding the significance of topics.
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 and benchmarks.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The content matches the student's abilities for the Algebra 2 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	There is a lot of content to cover in this course and the curriculum appears to provide a reasonable timeline, but it may be close.
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 content is written accurately, however, MLR's are not used with fidelity.
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 instances where routines and strategies are not used the way the sources intended them to be used.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	The content appears to be accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	The content is presented objectively.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	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).	4 - Good Alignment	The content is factually accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content is up-to-date.
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	The content is developed to support the intended learners in Algebra 2.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There are connections made to real life to help students make the learning 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 interdisciplinary connections to help students understand 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).	4 - Good Alignment	There appears to be a good multicultural representation throughout the text.
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 appears to be a good portrayal of humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmark is covered in the resource.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The materials provide sufficient practice problems; however, there doesn't appear to be additional problems, scaffolded problems or teaching materials to help the teacher and student. Teachers would need to create or prepare additional materials to help the course.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	There is clear alignment.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The materials are consistent within each lesson :)
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The materials appear to be at the appropriate readability 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	The pace appears to be appropriate that allows students to understand the content.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The accessibility is appropriate for all learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The overall presentation is good.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are good suggestions to help keep the learner motivated.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Each lesson focused on at least one 'big idea' to help with the learning process.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Each lesson has a clear learning goal.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	There are suggestions to help students become independent learners.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	There are some suggestions to help with differentiation, but there are not enough suggestions to help students who need scaffolds.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials promote engagement of students in the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There are organized activities to help the students stay actively engaged.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	There are instructional strategies highlighted that are known to be successful for learning outcomes. The MLRs are not always used the way they were intended. For example, compare and connect is consistently not used appropriately.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	MLR strategies are not used to the intent of the routine. For example, Compare and Connect is not used Unit 7, Lesson 1 correctly. It should have students providing a variety of strategies and then comparing with one another.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	There are opportunities to target assessment strategies to the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The assessment strategies are effective and promote a variety of items.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	There are a variety of ways to incorporate 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?	4 - Good Alignment	The application for the ELA expectations 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.)	4 - Good Alignment	Overall, all learning requirements are met.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	CRT is not highlighted in these materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes, CRT is omitted.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Instructional materials omit Social Justine in relation 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?	3 - Fair Alignment	Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Geometry

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1206310 - Geometry

Bid ID: 436

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	1 - Very Poor/No Alignment	Images did not have alt tags
All videos are captioned.	2 - Poor Alignment	No videos had caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Byron Lee

Title: Math Nation: Florida's B.E.S.T. Geometry

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 436

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	Materials align with state rule and there is no evidence of prohibited materials.

Reviewer's Name: Kelley Serravalle

Title: Math Nation: Florida's B.E.S.T. Geometry

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 436

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 strengths of this material include the its differentiation, pointing out misconceptions, variety of learning styles, and teaching through observation and experiencing patterns. Some of the weaknesses include not having enough simple problems for students to practice after exploring the depths of the material as well as containing very wordy

	questions and not enough simple concept questions. Overall this resources would be very beneficial for helping students truly understand the material instead of just memorizing material. The differentiation of learning and structure that resources brings is helpful to teachers that are not familiar with the newer methods of teaching including entrance and exit tickets as well as peer discussions.

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	Plenty of examples of relationships with angles and lines. Along with real-world problems in which students are required to prove their answers.
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	Plenty of examples of relationships with triangle congruence and similarity. Along with student opportunities to show their work.
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	Covers interior, exterior angles and sides of triangles, and the centroid of triangles.
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Good alignment with proofs, more images with comparisons would be helpful.

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	Good alignment with proofs.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	3 - Fair Alignment	Fair alignment with some real-world problems but not enough.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Plenty of examples of using transformations both graphically and algebraically. Along with student opportunities to show their work.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Plenty of examples of transformations both both preserving distance and not.
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	Great use of visual activities for students both similar shapes and congruent shapes
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	Plenty of opportunities for students to draw the transformations on graphs
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Could use more visuals of mapping congruence but covered well enough
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	Plenty of images and examples to show similarity

MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	5 - Very Good Alignment	Good practice problems
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	Good use of slope, midpoint, parallel, perpendicular, and distance in the coordinate plane with those shapes.
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	Good use of applying coordinate plane to real life instances.
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	Fits to the standard well.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Good images connecting 2-d & 3-d images.
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	Good job explaining the expansion of 3-d objects from 2-d shapes with images and coordinate planes
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	Plenty of good examples
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	Focus is singled out on population density it seems, missing other types of examples of area in the real world

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	A variety of problems covering volume and it's applications.
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	Good imagery showing surface area and it's application
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Does not have any images showing the use of a compass to construct the line segment or angle, though good use showing how to apply the construction to other problems.
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Has few images showing the use of a compass to construct the perpendicular bisectors but does a good job applying the construction to other problems.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	Good images for construction of those with circles.
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	Good images and practice problems addressing parts of lines in, around and through circles.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Good use oof examples relating to arcs and related angles.

MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Plenty of good examples with inscribed shapes.
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	Good connections of arcs, areas and lengths along with applying it to the real-world.
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	Plenty of practice and examples of deriving equations of circles.
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	Great connections with parts of circles but not a lot of real world application overall
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	Good examples and connections between the conditional statements as well as the other statements
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Gives students plenty of opportunity to explain why and correct invalid information.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	4 - Good Alignment	Goes a little beyond just defining trig ratios for acute angles in right triangles but covers it well
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	Makes proper connections between ratios and angles and sides as well as gives the application of using them in the real-world

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Problems throughout the resources allow for students to participate with others & think critically themselves. Good questioning throughout the lessons and good support offered as well.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Provides many ways for students to express their understanding as well as checks and the beginning and end of each lesson requiring students to think differently.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	5 - Very Good Alignment	Provides simple methods to show the patterns of mathematics as well as showing students why things work.

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

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Gives students opportunities to check their work through estimation as well as to determine if answers make sense.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	4 - Good Alignment	Plenty of real world example problems though missing some that have students look around their world and apply the things they see in their present days to the lessons.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Many opportunities require students to explain and justify their reasoning both to their peers as well as the instructor.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Some terminology is not clearly outlined with grade-level understanding though it does offer students opportunities to read quite a bit.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Require students to support their thinking through explanations both with their peers and their instructors.
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 of think-pair-share and other collaborative techniques in discussions that are well processed throughout the lessons.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Use of proper format throughout all the lessons emphasizing when format really matters.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Good use of communicating with students in a way that draws them into the

			problems instead of pushing them away.
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 was not a lot of emphasis for helping English language learners with material they might be confused with because of language, though there was a lot of pictures and plenty of peer discussions to help make some of those connections.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Material aligns well with state requirements and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The level of problems ranges for differentiation that stays at the skill level required for Geometry.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very helpful for classroom instruction with directions for teachers as well as activities/peer-discussions in the classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The lessons go in-depth well to give students multiple opportunities to understand the material.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Level of treatment of content does match the standards given from the state.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level of the treatment of content does have a higher level of difficulty but also contains lower levels as well just might go a little too into details in some areas in comparison of grade level, seen especially when talking about trigonometric ratios..
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Most of the lessons are appropriate lengths for coving in a general classroom but some lessons have more material than can fit in a class though teachers can use discretion to what parts their students need more and what parts could be left out for certain lessons.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Yes they do, when 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	The other sources always provide increasement to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Material is accurate and devoid of errors from what I saw.
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 objectivity
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	Makes great use of the subject area material.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Appeared accurate in all lessons.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Everything is accurate and connects to students with things they are interested in as well as academically 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	Fits the description.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Makes connections to the intended learners of Geometry.
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 problems were questions students could relate to real life with but was lacking having students search for themselves some of the connections that could be made when students are walking around life.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Made connections with science and English as well as occasionally history and 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	The questions use a variety of names/genders when using names/genders. As well as covers a wide selection of work situations and some of the other aspects as well though not as much.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The lessons all respect people and animals in their listings.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The material covered did meet all of the benchmarks well.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The lessons come with plenty of resources and ideas that allow teachers to use without having to hunt elsewhere for material 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 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	The order of material flows and makes sense.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	plenty of visuals for engagement as well as narrative for 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	For most lessons the content is spaced out well for students to perceive and understand at one time but some of the lessons are a little more complex and might take a little more time for students to grasp.
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 is presented well for supporting students.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The submission does a great job satisfying the requirements.

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Most of the material includes strategies that maintain motivation from the learners, using the learning targets to focus student learning on the goal for each lesson.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The material does focus on "big ideas" but covers so many topics so does not always focus on just a few important aspects.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The information is clear to what is 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 questions are designed in such a way they lead students to concepts and ideas instead of just presenting them with the concepts.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Each lesson often has differentiated instructions to assist with different learning styles, colors and levels.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Often lessons include activities for students to physically move or talk with their peer processing through the mental ideas.
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	Lots of organized activities that create logical extensions of the content and such
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	Material includes many different strategies that have been successful for teaching.
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 have been proven effective for targeted learning outcomes.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Most of the materials correlates with the assessment strategies, some of the lessons do not specify enough though.
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 variety of assessment types lead to better student understanding in regard to targeted learning outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The lessons take into account the different needs of the students, whether it is visual, discussions, hands on or otherwise the lessons do a good job of that.
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, it was appropriate application of the 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	I think it satisfies the learning requirements well, through it's variety of options.

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	They do align properly in their material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The material does a good job of bringing the students experiences into their learning of the material.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The material does a good job of allowing the material to not put any specific people down or lift up one group of people over another group.

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 material does a good job of sticking to the required subject-area standards, without including strategies that vary outside the scope of subject-area standards

Reviewer's Name: Odalis Tavares

Title: Math Nation: Florida's B.E.S.T. Geometry

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 436

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.	Strength: Content aligns with the benchmarks and there are clear connections with the MTRs Weaknesses: Materials to differentiate instruction and provide additional practice.

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	Provides instruction in the postulates and theorems specified in the benchmark clarification.
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.	4 - Good Alignment	Provides instruction in the proofs clarified in the benchmark: constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	Provides a good balance of real-world and mathematical problems. The different proofs are addressed in the lesson.
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Supports proving relationships and theorems of parallelograms by providing various examples. Student choice is evident.
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	Provides good balance of real-world and mathematical problems for trapezoids.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	There is a variety of examples and problems supporting

			two-dimensional figures.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	There are sufficient examples and/or practice with transformations descriptions and algebraic representations (the coding on the student page for 6.2 is not showing correctly online)
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Students are able to identify transformations that do or do not preserve distance through examples and representations.
MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Sufficient examples and problems to help students identify the sequence of transformations.
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	There are sufficient examples and problems where students have to draw the transformed figure.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Examples and problems help students justify two figures are congruent.
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	Students are given enough examples and problems to apply

			appropriate transformations.
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Students will be able to determine the weighted average of two or more points.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	Sufficient examples and problems involving circles, triangles or quadrilaterals
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	Students have ample opportunities to practice lines, circles, triangles and quadrilaterals
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	Provides instruction and examples to support perimeter
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	Examples and problems are provided to support student's mastery of 2-d and 3-d shapes.
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Plenty of examples and problems to help students identify 3-d shapes generated by rotations of 2-d shapes.
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	Students are able to use their previous knowledge of scale drawings to work on dilations. Good amount of examples

			and practice problems.
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	Students have the opportunity to solve real-world and mathematical problems for the area of 2-dimensional shapes.
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	There are enough examples and problems in finding the volume of 3-d shapes.
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	Students are able to solve for surface using a variety of problems and examples.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Students are given an opportunity to construct a copy of a segment or an angle.
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Sufficient practice to construct bisector of a segment.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Enough opportunity to understand and practice inscribed and cicrumscribed circles in a triangle.
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	Provides sufficient examples and problems to meet the expectation of the benchmark.

MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	4 - Good Alignment	Students are given a good amount of examples and problems to measures of arcs and related angles.
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	There are enough practice problems and examples to help students solve mathematical problems involving triangles and quadrilaterals.
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	4 - Good Alignment	Good examples, both mathematical and real-world, are provided to support the benchmark.
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	Students will be able to create and derive the equation of a circle with the samples provided.
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	Sufficient problems to support the benchmark.
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	Enough examples and problems are provided to find the contrapositive, inverse and converse.
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	4 - Good Alignment	Students will be able to judge the validity of arguments and give counterexamples based on the examples and

			problems in these lessons.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	4 - Good Alignment	There are sufficient examples and problems to support students in defining trig ratios for acute angles.
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	4 - Good Alignment	There is an adequate about of practice and problems to support students with this benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Students are encouraged to work independently and with others.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	4 - Good Alignment	Students are encouraged to demonstrate a variety of strategies and share with one another.

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

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

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • 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	There are enough examples and problems applying math to the real-world.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to justify their answers throughout.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Grade level text is used for problems and examples.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students will be able to make inferences to support comprehension through the examples and problems.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Plenty of opportunities for collaborative work.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students will be able to use accepted rules
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Ample opportunities to communicate with one another.

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	Strategies and routines provided to support ELL learners.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum supports the benchmarks and their expectations.
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 appropriate level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There are opportunities for the materials to be adapted to meet the needs of the studnets.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The details support students='s understanding of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	There is a good mix within the text around the complexity and/or difficulty.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	There is a match between the student abilities and grade levels.
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 scope and sequence is reasonable.
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 on Geometry is evident throughout the course.

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 materials display quality and expertise.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	The content is accurate. There is one lesson where the coding was off and it is highlighted above.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	The content is presented objectively throughout the text.
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 is aligned with Geometry benchmarks.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The information presented is accurate and based on fact.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content is aligned with the MTRs and 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	All content is aligned to the BEST standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content is appropriate and relevant to students in Geometry.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real-world connections are made throughout and when the benchmark asked for real-world examples.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Meaningful connections are made throughout.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	4 - Good Alignment	There is multicultural representation throughout.

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	The curriculum displays humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	All the standards and benchmarks are covered in this curriculum.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources are aligned to the learning outcomes.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All components are in alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The materials in a logical and consistent 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	There is a good balance between 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	The recommended pacing can be covered in one school year.
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 supports all learners.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Yes, it meets the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Strategies are embedded throughout.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Important ideas, concepts, or themes are highlighted (areas of emphasis)>
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	There are clear outcomes in every lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Materials encourage students becoming independent thinkers through strategies, such as MLR's. The MTR's are also evident throughout.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There are no clear directions to provide various strategies depending on a student's level.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Students are encouraged to participate through a variety of instructional strategies and routines.
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 match the learning outcomes.
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 and routines are outlined in each lesson.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The strategies and routines are research based.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment strategies are correlated to the learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	There are some assessment strategies embedded in the lessons.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	There are some suggestions for UDL at the topic level.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	ELA expectations and MTRs are 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	Yes, it 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?	4 - Good Alignment	Yes it aligns.
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?	3 - Fair Alignment	In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness)

Reviewer's Name: Jennifer Halter

Title: Math Nation: Florida's B.E.S.T. Geometry Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry Honors

Bid ID: 437

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

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. Geometry Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1206320 - Geometry Honors

Bid ID: 437

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	1 - Very Poor/No Alignment	Images did not have alt tags
All videos are captioned.	2 - Poor Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: David Lee

Title: Math Nation: Florida's B.E.S.T. Geometry Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry Honors

Bid ID: 437

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.	Math Nation's Geometry (Honors) does a great job presenting the material. The curriculum has a nice look to it and the lessons are well aligned to the BEST standards for Geometry. There are some great exploratory problems, notice and wonder, and various curriculum activities to help students master Geometry.

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	Offer a variety of different types of proofs. Highlight proofs that require a greater cognitive demand.
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	problems are aligned to standard and offer H.O.T. suggestions
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	exploratory activities, lesson 11.9 has an activity that connects solving for parts of a triangle given real world problems.
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	Lessons use various geometric figures and relationships to prove and solve parallelograms. 8.3 uses venn diagrams
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	Relate trapezoids to bridges and real world examples.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Lessons are aligned to the standard.

MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Lessons are aligned to the standard.
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	Lessons are aligned to the standard.
MA.912.GR.2.4	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure.	5 - Very Good Alignment	Incorporate tessellations and activity for students to create them.
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	Lessons are aligned to the standard.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.2.7	Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.2.9	Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Lessons are aligned to the standard.

MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	optional guided instruction video and good 3D graphics
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Lessons are aligned to the standard.
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	Lessons are aligned to the standard.

MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	4 - Good Alignment	Lessons are aligned to the standard.
MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	4 - Good Alignment	Lessons are aligned to the standard.
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.6.5	Apply transformations to prove that all circles are similar.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.LT.4.3	Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements.	5 - Very Good Alignment	Lessons are aligned to the standard.

	Find the converse, inverse and contrapositive of a statement.		
MA.912.LT.4.8	Construct proofs, including proofs by contradiction.	5 - Very Good Alignment	Lessons are aligned to the standard.
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	4 - Good Alignment	Lessons are aligned to the standard.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Connect concept with rate of change.
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	Lessons are aligned to the standard.
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	The two lessons incorporate the Law of Sines and Cosines to solve triangles
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	Lesson is aligned
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	The MTR is embedded in the lessons.

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

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

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

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The ELA standard is embedded in 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 standard is embedded in the lessons.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	The ELA standard is embedded 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	Concepts for ELL learners are embedded in the 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	Curriculum and objectives are aligned to the standards, the course, and the outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Connect is written at appropriate level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Teachers can easily adopt material to the classroom without supplementing materials.
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 are aligned to standards and written well for students to make connections and learn.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity of questions vary and should help prepare students for new state exam.

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 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	Teachers whether block or tradition 50 minute schedule should have no major issues implementing the material.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Primary and secondary sources are good.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Primary and secondary sources such as Carol Dweck are good for students and add 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	Material is presented in nice fashion.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Material is presented objectively.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials and activities are aligned with BEST.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Did not notice any errors from material examined.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Incorporates notice and wonder, real world context, and variety of instructional strategies
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Curriculum is presented in an appropriate fashion.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Student editions are also presented in nice fashion.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Connections to real life are present and is likely meaningful for most 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	Brings interdisciplinary connections such as art, architecture, and engineer.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Material is 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	Material is appropriate for the grade level.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Materials are well aligned to standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Lesson openers provide teachers with all needed information.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Aligned with major tool
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	materials are organized logically

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 incorporated nicely. Materials have nice color schemes.
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	Geometry lesson pacing is broken up into segments that would work for traditional or bell schedule..
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	A lot of support material for all students including those with disabilities.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The submission does a great job of satisfying the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Materials present a variety of examples to spark student interest to learn.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Materials incorporate key concepts and ideas from the BEST standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Curriculum is aligned to information and outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Material does support students to be independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Various activities and sources to accommodate 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	Lots of problems are designed for working with partners at a higher cognitive level.
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 aligned to the objectives and goals.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Variety of instructional strategies that have been proven through research to be effective are incorporated.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	yes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	yes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The material does incorporate UDL and is designed to reach all learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Lot of problems require students to write and reflect.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates proven instruction strategies, differentiation, and activities that can help all students achieve mastery.

Special Topics	Reviewer Rating	Rating Justification

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

Reviewer's Name: Cathy Mitchell

Title: Math Nation: Florida's B.E.S.T. Geometry Honors

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry Honors

Bid ID: 437

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.	Weakness: Most constructions use patty paper, so teachers will have to purchase it. Constructions should be taught using a compass also, but the directions are not included for each construction to be performed using a compass. Directions for compass constructions would be more clear if an image for each step was included. The directions

	were confusing. Strengths: All standards including honors are included, which means teachers don't have to find materials on their own. The order of the text is helpful in teaching transformations first and congruencies and similarities through transformations.

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	real-world problems included!
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	all triangle congruence theorems here
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	11.9 warm up doesn't apply; can't view the activity on triangle relationships
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	standard is on parallelograms but kites are included
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	all trapezoid standards here
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	excellent

MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	excellent
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	excellent
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	transformations unit is very thorough
MA.912.GR.2.4	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure.	5 - Very Good Alignment	standard is covered in the lesson
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	transformations unit is very thorough
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	transformations unit is very thorough
MA.912.GR.2.7	Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations.	5 - Very Good Alignment	transformations unit is very thorough
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	transformations unit is very thorough
MA.912.GR.2.9	Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations.	5 - Very Good Alignment	transformations unit is very thorough
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	5 - Very Good Alignment	standard covered in one unit
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify	5 - Very Good Alignment	excellent

	definitions, properties and theorems involving circles, triangles or quadrilaterals.		
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	much better like this to have it at the end of the year
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	much better at the end of the year like this
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	standard included; can't see if any slanted cross-sections are included
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	excellent
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	excellent
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	excellent and high level problems included
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	excellent with real-world problems
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	excellent with real-world problems

MA.912.GR.5.1	Construct a copy of a segment or an angle.	5 - Very Good Alignment	excellent; need patty paper for a lot of activities throughout
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	all constructions should be done using a compass and patty paper; directions for compass and angle bisector construction are not clear and have a typo
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	construction directions should be included instead of just saying to do the bisector
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	4 - Good Alignment	directions not included for making the construction
MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	4 - Good Alignment	directions for compass construction are included but confusing without pictures to demonstrate it
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	real-world problems included
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	excellent
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	students make conjectures to figure it out
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	real-world includes pizza and clocks, which is great

MA.912.GR.6.5	Apply transformations to prove that all circles are similar.	5 - Very Good Alignment	excellent
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	uses Pythagorean Theorem instead of distance formula to derive it (same thing, but distance formula to derive Pyth. Th. not shown)
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	great
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	all standards included
MA.912.LT.4.8	Construct proofs, including proofs by contradiction.	5 - Very Good Alignment	proofs by contradiction in text
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	judging validity throughout text
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	trig ratios all included
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	application problems included
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	at expected honors level

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

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	MTRs throughout the text
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	MTRs throughout the text
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	MTRs throughout the text

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

	• 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	MTRs throughout the text
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	MTRs throughout the text
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	MTRs throughout the text
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	MTRs throughout the text
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	MTRs throughout the text
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	MTRs 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	ELL included in lesson plans for teachers

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	all standards are 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	skill level is appropriate
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	materials are 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	materials are student friendly
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	content matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	content matches student abilities
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	time period is appropriate for a 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	expertise is in the content
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	sources are relevant
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 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 appropriate for Geometry

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	accurate material
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	it 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	context is relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	presented well
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	real-life connections throughout 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	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).	5 - Very Good Alignment	fair and unbiased portrayals throughout
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	compassionate text
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, all standards are covered in the material

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	warm ups, tickets out the door, and growth mindset included
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	tool is aligned with the curriculum
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	organized in a good teaching order to meet the standards and teach GEO. through transformations
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	engaging to read this material
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	should take 150-180 days; depends on state testing if this is enough time to teach all of the content
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	the supports to aid students are included
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	meets requirements very well

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	growth mindset included
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	"Big Ideas" concepts are covered

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	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.	5 - Very Good Alignment	guided and independent practice included
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	support for students is available
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	constructions with patty paper
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 to keep students engaged
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	strategies included in plans
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies included would be effective
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	strategies are correlated 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	assessments are effective
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	all students needs are 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	MTRs are throughout the text

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 would satisfy the B.E.S.T. Standards for Geometry

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 is included
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT was omitted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT and Social Justice is 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	SEL is not included

Reviewer's Name: Michael Banek

Title: Math Nation: Florida's B.E.S.T. 8th Grade Math: Pre-Algebra

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 8 Pre-Algebra

Bid ID: 438

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. Student and teacher materials are very mathematics focused.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. 8th Grade Math: Pre-Algebra

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205070 - Grade Eight Mathematics: Pre-Algebra

Bid ID: 438

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	1 - Very Poor/No Alignment	Images did not have alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Tammy Shelton

Title: Math Nation: Florida's B.E.S.T. 8th Grade Math: Pre-Algebra

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 438

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 the best pre-algebra curriculum I have seen thus far.

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	na
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	Would like to see a few more practice problems.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Great scaffolding in 12.4
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Love the use of Algebra Tiles!
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Thank you for using "justification".
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	This benchmark did not seem as cohesive as some of the others. It seemed to jump around.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	na
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	All topics covered clearly.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Would like a few more examples of actually writing the equation.

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	na
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	covered well.
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	Excellent
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	na
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	na
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	Excellent. I love that Barbie is bungee jumping!
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	na
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	na
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	I like the relationship to Punnet Squares since they learn this in science class.

MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	na
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	na
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	covered well
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	na
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	I like how these lessons build.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	na
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	I would like to see more problems like 5.10.4
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	I really like 5.5.2 #4.

MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	na
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	na
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	Great job on this benchmark
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	na
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	Great job scaffolding to 9.9
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	na
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	na
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	na
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Great job on this section. It's always difficult to teach.
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	5 - Very Good Alignment	na

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

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

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

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

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

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

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

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

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

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	na
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	na

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

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

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

Reviewer's Name: Kelly Vest

Title: Math Nation: Florida's B.E.S.T. 8th Grade Math: Pre-Algebra

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 438

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I think this teaching tool presents the BEST standards in a way that highlights the method in which they were intended. Material is taught not in isolation, but built on throughout the year and spiraled in a way to strengthen student understanding . Lessons are scaffolded in a way to allow for student exploration of a standard before

	formal rules are introduced and the activities are presented in a way to allow for student discovery of math concepts. I appreciate the amount of error analysis presented in lessons and activities that allow for students to work together and engage in academic discourse with classmates. Lessons are engaging and provide multiple ways to respond and learn. The use of both a digital platform and paper and pencil allow for students and teacher to engage in multiple learning opportunities. I love the Lesson Warm Ups and Wrap Ups. The warm ups alternate between mathematical questions to opinion questions that will allow an opportunity for teachers to build a relationship with their students that will transcend mathematics. The Wrap Up sections offer a variety of formative assessments that will keep students entertained by their difference but allow teachers to gain valuable insight into what their students are understanding about how they feel and what they know about the standards. The only complaint I have is though I looked extensively I can find no examples of testing associated with this program. In the publisher questionnaire I did read about an On Ramp Program that would seem to provide diagnostic testing and progress monitoring of students and an Edge XL program that appears to be the assessment program that is customizable by teachers. Had a been able to view these my overall recommendation would be much higher.

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	Standard is taught and practiced in a variety of lessons that require the student to apply the standard in a variety of ways. Students must not only use the standard but justify the reasoning for using it

			thus requiring a high level of mastery.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Appropriate scaffolding of standard, building on prior knowledge of the area model. Practice activities reinforce the standard and provide many ways for students to demonstrate mastery
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 three lessons that teach this standard are scaffolded to build on students' prior knowledge of factors and area models to transition to the understanding of factoring algebraic expressions. Students also use new knowledge gained earlier in the course about exponent rules to help bring students clarity and understanding of this standard.f
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	This standard is taught through a variety of lessons that include both algebraic and real world practice. There is an appropriate amount of instruction and practice to solve multi-step equations, equations with variables on either

			side, and he clarification is met with practice of special solution equations., Students are also taught and encouraged to solve problems in more than one way!
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Standard is taught completely with all clarifications met. Students are encouraged to solve problems more than one way and real world problem solving is evident.
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	Standard and Clarifications are taught completely with appropriate scaffolding throughout the lesson. Standard is reinforced later in the textbook as students see the connection between exponents and their graphs when learning about functions.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	Standard is taught in logical progression allowing students to first understand proportions, then graphs of proportional relationships, and finally how relationships can be represented in the

			multiple ways detailed in the clarifications for this standard.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Slope is introduced using similar triangles and then develops into how to find using two points. Ample practice and instruction on finding slope from multiple representations
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	Appropriate scaffolding for students to write linear equations given all representations.
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	Appropriate scaffolding for students to graph linear equations given all representations.
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	Appropriate scaffolding for students to determine and interpret the slope and y-intercept of linear equations given all representations.
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	Multiple opportunities and practice for students to determine of ordered pairs satisfy BOTH equations in a linear system.

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	Multiple opportunities and practice for students to determine they type of solution a linear system may possess.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Multiple opportunities and practice for students to solve a system of linear equations by graphing. Scaffolding is appropriate and both mathematical and real world context is taught
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 progression of teaching of standard with multiple opportunities for students to construct scatter plots and line graphs given appropriate situations.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Multiple opportunities for students to describe patterns of association. All clarifications of this standard are also met.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Multiple opportunities for students to draw lines of fit. All clarifications of this standard are also met.

MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Benchmark is taught clearly throughout a variety of lessons to encompass all clarifications
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Benchmark is taught clearly throughout a variety of lessons to encompass all clarifications
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	Benchmark is taught clearly throughout a variety of lessons to encompass all 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	Standard is taught well with lots of exploration for students to learn how to determine if a relation is a function and how to identify domain and range. All clarifications are met.
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	Standard is taught completely with ample practice and exploration of graphs, equations, and tables to determine if they are linear. Clarification is also clearly taught to students in 10.10.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	This is a very difficult standard to teach to students and I think the text does it very well incorporating real world videos and

			pictures for students to use to sketch graphs. Stories are also presented that are relevant and appropriate to the content and students.
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	The Theorem is taught and students are expected to use the formula correctly to find any missing side length as well as use it to solve real world problems
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	Standard is taught well with emphasis on using the Pythagorean Theorem to find the distance between the points, the distance formula is not introduced or expected to be used.
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	Standard is taught well with ample exploration afforded to students
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Exploration of this standard is taught to prepare students for algebraic practice related to identifying and finding angle measures.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Exploration of this standard is taught to prepare students for

			algebraic practice related to identifying and finding angle measures.
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	Exploration of this standard is taught to prepare students for algebraic practice related to identifying and finding angle measures.
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	Lessons are scaffolded for student understanding of vocabulary before identifying transformations on a coordinate plane.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	Standard is taught with careful consideration of clarification and ample practice and exploration by student.
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	Standard is taught with careful consideration of clarification and ample practice and exploration by student.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	A variety of real world problems are presented to work with this standard.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an	5 - Very Good Alignment	Students are taught the definition of irrational and rational

	approximate value of a numerical expression involving irrational numbers on a number line.		numbers and examples and practice are provided for students to approximate values of irrational numbers on a number line with clarifications clearly taught.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Ample instruction and practice of ordering and comparing both rational and irrational numbers 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	Standard is scaffolded and practiced through a variety of lessons in the text.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	Standards are taught and practiced appropriately.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Standard is taught completely through several lessons.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Standard is taught with a variety of appropriate real world problems.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Standard is taught well both mathematically and with appropriate and relevant real world problems.

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

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Activities are used throughout the program that require students to explain their thinking or analyze someone else's. Students must also explain other classmates own ideas and synthesize new information.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	5 - Very Good Alignment	Problems are broken down to students to show how to create a plan and focus on relevant details. Students are often asked to critique examples of correct and incorrect work to their own thinking, modeling how to use

	• 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.		patterns and structure for problem solving
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Student examples are frequently a part of a lesson and students are asked to assess the reasonableness and often fix mistakes with their own strategies.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	Real world problems are in abundance in the program with students often being asked to apply their learning of standards to situations they could see in the real world.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are often asked to support their answers with facts and evidence or critique the reasoning of others
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many opportunities to read directions and real world problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students are often ask to determine new information relating to a standard being taught based on prior knowledge gained.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Many opportunities to work with partners and groups to compare problem solving strategies which allows for active listening and mathematical discourse.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Students are asked to write justifications for their chosen problem solving methods
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Many opportunities to work with partners and groups to compare problem solving strategies which allows for mathematical discourse.

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	Many opportunities to work with partners and groups to compare problem solving strategies which allows for active listening and mathematical discourse.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Many opportunities to work with partners and groups to compare problem solving strategies which allows for active listening and mathematical discourse.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All standards, benchmarks, and clarifications are clearly taught and learning outcomes are clear to teacher and student.
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 present in a scaffolded way allowing students to learn skills and apply them to a variety of learning activities.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials can be used both online and in print. The teacher guide offers suggestions on how to adapt and modify lessons based on students' needs and strengths.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Multiple opportunities are afforded to students to practice and expand the skills learned from each standard,
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Lessons are scaffolded for learners and include activities to foster productive struggle.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	All activities are appropriate for student ability and maturity.
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	Ample and sufficient time is given for student learning.
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 primary sources are excellent and reflect the most up to date teaching ideas, I was unable to locate the secondary methods and can therefore not comment on them
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 source of the textbook itself produces appropriate and relevant content. I was unable to locate the secondary methods and can therefore not comment on them
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 seen to comment on
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias was present and nothing inflammatory was 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).	5 - Very Good Alignment	Prevailing theories and teaching methods are evident in the way standards are 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 mistakes were noted in the texts
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Prevailing theories and teaching methods are evident in the way standards are presented.
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	A content presented is relevant to the standards being taugt.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is presented in a relevant context to the students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The content is authentic to students and will allow students to make connections between their lives and the standards being taught.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connections are made to art, science, and history which will bring meaning to students' personal lives.
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	Al portrayals are appropriate, fair, and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials portray people and animals with compassion and sympathy
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, the content of the benchmarks and standards are covered completely and thoroughly in this material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The textbook satisfies this requirement but I am unable to find any assessments associated with the standards to asses.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The textbook satisfies this requirement but I am unable to find any assessments associated with the standards to asses.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Student and Teacher Edition are easy to navigate and pair together nicely. Content is introduce in a scaffolded way for students to gain deeper understanding of content over time.
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	Lesson design is visually appealing and will aide students in their understanding of standards.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing is appropriate for students and teacher
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	Every Unit includes opportunities for differentiation and suggestions for students with disabilities to better interact with the material. Additionally the online student edition has controls that allow for students to change specification of the screen and offer assistance to learners.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall the presentation of the material is appropriate and meets requirements, the only complaint is I am unable to see the assessment piece of the program to evaluate that.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	There are a variety of methods to maintain learner motivation. Many opportunities for students to converse with partners or groups. Sorting activities, scavenger hunts, and questioning strategies all increase learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	There is intentionality with the layout of the chapters to allow students to see how the standards build on each other and apply to many areas of the math taught.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learner outcomes are clearly stated in 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	There are many opportunities for students to critique their own thinking and that of others and guiding questions and activities are throughout the text to encourage independent thinking.
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 guide provides guiding questions and suggestions for differentiation to target developmental differences and learning styles.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Lessons are scaffolded to allow for students to mentally engage with the 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	.Multiple activities are provided that encourage collaboration and productive struggle that extend the goals and objectives of the 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	Current strategies and teaching methods are evident in the teachers guide and activities presented to students.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Current strategies and teaching methods are evident in the teachers guide and activities presented to students.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	I am unable to find any assessments with this program
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	1 - Very Poor/No Alignment	I am unable to find any assessments with this program
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Each Unit Overview contains a section devoted to UDL and how it applies to the lessons in the unit
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 all lessons incorporate at least one but but often more than one MTR and ELA expectation.
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	Learning is key and very evident in the program, unfortunately, I have no examples of how the learning is assessed.

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, materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, materials omit Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, 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	Yes, materials do NOT solicit Social Emotional Learning (SEL)

Reviewer's Name: Michael Banek

Title: Math Nation: Florida's B.E.S.T. 7th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 439

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 in teacher or student materials. Materials are very mathematics focused.

Reviewer's Name: Megan Crombie

Title: Math Nation: Florida's B.E.S.T. 7th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 439

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	In general the materials are usable and meet the standards. More practice problems are suggested to build the fluency and mastery that B.E.S.T. requires. Chunking items practice items to space out the view could be helpful for UDL requirements; there were sections that felt text heavy because the assessments were very word/vocabulary focused.

	Less emphasis could also be put on finding the errors of others because B.E.S.T. does not assess specific algorithms; if a student can solve the problem in a way that makes sense to them, looking for errors in another student's work is not helpful. The real-world photos were helpful in making connections to mathematics, but more variety in real-world word problems would also be helpful.

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	meets benchmarks
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	meets criteria
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 criteria
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	more scaffolding from integers to rational numbers would be helpful
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	more models that represent percentages as ratios would be helpful to aid in understanding
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	2 - Poor Alignment	there is too much emphasis on finding errors; B.E.S.T. is not about finding errors in the work of others, but instead about

			solving problems with reliable methods
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	the currency table was helpful
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	meets benchmark
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	showing the graphs and tables together is helpful
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	students have opportunities to graph
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	meets benchmark for writing equations
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	visual of chocolate and milk is helpful
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	good job representing clarification 3 so the students have the correct limitations for instruction
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 criteria
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	more explicit link between making predictions and using

			proportional relationships is needed
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	3 - Fair Alignment	data should be limited to no more than 6 categories and some items feature 8
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	more opportunities to create different types of graphs are needed
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	meets criteria
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	2 - Poor Alignment	B.E.S.T. does not use the vocabulary "certain" and "impossible"
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	meets criteria
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 criteria
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	visuals on grid are helpful for deriving formulas
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	more real world context for decomposition would be helpful
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	more connections between different sized circles and the constant of pi could be helpful

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	ranking "which looks like a circle" may not be helpful
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	showing the same figure scaled up and scaled down is helpful
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	the focus on nets is appropriate
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	real world pictures of cylinders are helpful
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	meets criteria
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	meets criteria
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	good use of patterns/structure for 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.	4 - Good Alignment	meets criteria
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	meets criteria
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	meets criteria

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	the focus on growth mindset and effort is apparent throughout
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	different representations are used throughout
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	3 - Fair Alignment	overall, more practice is needed for students to build fluency. the materials have great starting points for discussion, but more

	• 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.		practice is needed to become fluent.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	discussions/comparing thinking are explicit throughout
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	patterns and structures are used to build connections throughout, but they could be stronger in some areas

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	reasonableness of solutions should extend beyond looking for errors in the work of others; that technique was overused
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	real world photos are helpful; more real world contexts would help

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

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	good alignment, but more practice is needed to develop 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	meets criteria
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.	4 - Good Alignment	scaffolding could occur more in moving from working from integers to rational numbers
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	meets criteria
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	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	meets criteria
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	meets criteria
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very 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).	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).	5 - Very 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).	5 - Very 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	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.	4 - Good Alignment	meets criteria
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very 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	this could be stronger with more connections to art, music, science, 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).	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).	5 - Very Good Alignment	meets criteria
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	meets criteria

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

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.	4 - Good Alignment	as lessons build from one to the next, students may need more practice to really master material
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	some sections feel "text heavy"
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	meets criteria
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	meets criteria, but text could be less in some areas. if the screen is entirely full of text, it is overwhelming.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	meets criteria

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	good use of MTRs throughout
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	ideas are chunked into small sections
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.	4 - Good Alignment	meets criteria

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	more scaffolds and extensions could be added
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very 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.	5 - Very Good Alignment	meets 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.	3 - Fair Alignment	it will be difficult to build fluency/mastery with the few amount of problems on each topic
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.	4 - Good Alignment	meets criteria
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	formative assessment throughout is helpful
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	text reduction in some places could be helpful
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	meets criteria
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 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	meets criteria
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	meets criteria
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very 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: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. 7th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205040 - Grade Seven Mathematics

Bid ID: 439

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	2 - Poor Alignment	Images did not have alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good 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.	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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Tammy Shelton

Title: Math Nation: Florida's B.E.S.T. 7th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 439

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.	Content is presented and covered well.

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	Good use of algebra tiles and scaffolding.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Good coverage.
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	na
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	Would like to see more relevance in the problems.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	na
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	na
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	na
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	na
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	na

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	na
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	na
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	na
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	na
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	na
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	great relevance
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	na
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	na
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	na
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	na

MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	na
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	na
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	great visual representations
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	na
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	na
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	na
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	na
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	great coverage
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	na
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	na

MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	na
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	na
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	na
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	na
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	na
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	All MTRs are covered well throughout the lessons.

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

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

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

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

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

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

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

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

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

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

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

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

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

Reviewer's Name: Misty Wood

Title: Math Nation: Florida's B.E.S.T. 7th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 439

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	2 - Poor Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This textbook does a great job of covering the benchmarks and standards. Each lesson provides relevant and engaging content to help students understand the relevance of mathematics while also learning the skills needed to be competent in mathematics. The reason I did NOT recommend this "Instructional Material" for adoption is because

	there are not enough resources to adequately teach the course. The only resources included are a student textbook and a teacher textbook. There are no additional resources such as instructional videos, power points, extra practice, tiered assignments, or assessments. A teacher would need to heavily supplement this "Instructional Material" to make it useful in a classroom.

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	FINAL - Lessons 9.2 & 9.3 cover the standard. 9.4 takes the standard past the 7th grade requirement.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	FINAL - Lessons 9.7 & 9.8 align with the 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	FINAL - Lessons 10.2 and 10.4 align with the standard.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	FINAL - All lessons align with 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	FINAL - All lessons align with the standard.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	FINAL - Lessons align with the standard.

MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	FINAL - Lessons align with the standard.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	FINAL - Lessons 11.4 and 11.5 align with this standard.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	FINAL - In Lesson 11.2, refrigerator is spelled INCORRECTLY (refrigrator). Lessons 11.2 and 11.3 align with the standard.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	FINAL - Lesson 11.1 aligns with this standard. However, items are NOT ALLOWED to require students to generate a table of values.
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	FINAL - Lessons align with standard.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	FINAL - Lessons align with 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	FINAL - All lessons align with the standard.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	FINAL - All lessons align with the standard. However, calculating mean should be limited to 10 or less data points.

MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	FINAL - All lessons align with the standard. However, the lessons rely too heavily on mastery of a different standard (MA.7.DP.1.2).
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	1 - Very Poor/No Alignment	FINAL - The circle graph on the # of 1st Round Picks is displayed INACCURATELY. Lessons cover the standard. However, the graph needs to be corrected.
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	FINAL - All lessons align with the standard.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	FINAL - All lessons align with the standard.
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	FINAL - All lessons align with the standard. However, the last part of Lesson 2.5 relies too heavily on mastery of a different standard (MA.7.DP.2.3).
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	2 - Poor Alignment	FINAL - Lessons do NOT align with the standard. This standard requires students to find the THEORETICAL probability of a simple experiment. Lessons 2.7 and 2.9 do NOT cover

			THEORETICAL probability. This concept is covered in Lesson 2.6.
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	FINAL - Lessons 2.7, 2.8 and 2.9 align with the standard.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	FINAL - All lessons align with the standard.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	FINAL - All lessons align with the standard.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	FINAL - The first half of the standard received a "Good Alignment" score. The second half of the standard received a "Fair Alignment" score. The second half exceeds 7th grade level requirements.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	FINAL - The lessons do NOT cover finding areas of fractional parts of a circle.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	FINAL - Lessons align with standards.
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	FINAL - Lessons 12.1 and 12.2 align with the standard.

MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	FINAL - Lesson 12.3 aligns with the standard.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	FINAL - Lessons align with the standard.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	FINAL - All lessons align with the standard.
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	FINAL - Lessons 2.3 & 2.4 align with 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.	5 - Very Good Alignment	FINAL - All lessons align with the standard
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	2 - Poor Alignment	FINAL - The objective in this standard is to add, subtract, multiply and divide rational numbers with PROCEDURAL FLUENCY without a calculator. The complexity of the lessons in 3.1, 3.2, 3.3 and 3.4 will not result in PROCEDURAL FLUENCY. Lessons 8.4, 8.5 and 8.6 do NOT focus on this standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	FINAL - Lessons align with standards.

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

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	FINAL
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	FINAL

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	FINAL
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	FINAL

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	FINAL
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	FINAL
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	FINAL
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	FINAL
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	FINAL
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	FINAL
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	FINAL
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	FINAL

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	FINAL
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	FINAL

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	The materials are VERY limited and not 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 are NOT enough supplementary resources to reinforce lessons.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	FINAL
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	FINAL
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	FINAL
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	1 - Very Poor/No Alignment	I did not see any sources cited in the material.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	FINAL
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	During my review, I found a typo and misspelled word.
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	One of the examples used in the book uses statistics on a controversial athlete.
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	FINAL
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	I found a circle graph that was not accurate.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	FINAL
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	FINAL
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	FINAL
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	FINAL
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	FINAL
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	FINAL
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	FINAL
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Based on standards alone, I would have scored this a 4. Based on content alone, I would have scored this a 3. Together, I scored it a 3.

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.	1 - Very Poor/No Alignment	I could NOT find any additional resources. I only found the teacher guide and student workbook. I was not able to

		access any additional practice, homework or assessments.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	There were only 2 components. The teacher guide and student workbook.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The student workbook followed 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	FINAL
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	FINAL
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	1 - Very Poor/No Alignment	The screen reader tool did not work. Also, I had the option to change the type of the font but not the size of the font.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	1 - Very Poor/No Alignment	This received a 1 because the resources are very limited. There is one resource (with a teacher guide) for each lesson. I could NOT find any additional resources for presentations, practice or assessments.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	FINAL
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	FINAL

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	FINAL
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	FINAL
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	It meets the requirement but does not exceed average requirements.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials engage the mental activity of students.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	FINAL
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	FINAL
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	FINAL
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	There were NOT any summative assessments.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	1 - Very Poor/No Alignment	There were NOT any summative assessments.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	It meets the requirement but does not exceed average requirements.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	YES

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	I scored this a 3 because of the missing assessment component.

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

Reviewer's Name: Michael Banek

Title: Math Nation: Florida's B.E.S.T. 6th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 440

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 in teacher or student materials. Materials are very mathematics focused.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. 6th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 440

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	3 - Fair Alignment	Images did not have alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Navigation is cumbersome and heavily layered with lack of tagging of what is on top or the actual interactive element (button, link, etc.)

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different*

computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Delia Pogorzelski

Title: Math Nation: Florida's B.E.S.T. 6th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 440

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 the lessons are appropriate for students taking grade 6 mathematics. The curriculum is visually appealing and the B.E.S.T. standards have been covered in their entirety. Teachers have access to a wealth of information using these materials. Student to student dialogue will occur as Literary and Language Routines are adopted as students

	Notice and Wonder, Compare and Connect, Collect and Display and participate in Number Talks. Collaboration opportunities as woven throughout the curriculum too! Teachers are alerted to common misconceptions, and have differentiation supports available in each lesson. The Mathematical Thinking and Reasoning Standards are identified and highlighted daily to ensure students are engaged and involved. Continuity in teacher materials ensure ease of use. This is a very good curriculum not only for teachers but for students!

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	These three lessons align with the standards.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	no concerns
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	no concerns
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	no concerns
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	no concerns

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	no concerns
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	no concerns
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	Possible error in student view 12>1.3 problem 2; bar graph should have 16.75 in each third
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
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	no concerns
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	no concerns

MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
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	no concerns
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
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	no concerns
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	no concerns

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	no concerns
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	no concerns
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	no concerns
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	no concerns
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	no concerns
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	no concerns

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	no concerns
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	no concerns
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	no concerns
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	no concerns
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	no concerns
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	no concerns
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	no concerns
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	no concerns
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	5 - Very Good Alignment	no concerns

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	no concerns
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	5 - Very Good Alignment	no concerns

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	no concerns
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	no concerns

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	no concerns
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	no concerns
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	no concerns
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	no concerns
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	no concerns
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	no concerns
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 concerns
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	no concerns

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	no concerns
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	no concerns

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	no concerns
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	no concerns
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	no concerns
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	no concerns
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	no concerns
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	no concerns
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	no concerns
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	one error found in student view, Unit 12.1.3 problem 2 Bar graph should have equal parts of 16.75.
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 concerns
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	no concerns
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 concerns

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	no concerns
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	no concerns
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	no concerns
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The applications are relevant to students; many applications are presented in real-world contexts.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	no concerns
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	Diversity of multicultural representations abound!
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 concerns
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	no concerns

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 concerns

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	no concerns
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
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	no concerns
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	no concerns

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	no concerns
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	no concerns
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	no concerns
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	no concerns

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	no concerns
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	no concerns
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	no concerns
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	no concerns
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	no concerns
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	no concerns
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	no concerns
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	no concerns
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	no concerns
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	no concerns

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 concerns
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no concerns
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	no concerns
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	no concerns

Reviewer's Name: Kelly Vest

Title: Math Nation: Florida's B.E.S.T. 6th Grade Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 440

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 like this resource and think it shows a clear understanding of the BEST standards and the way they are intended to be taught through a spiral design allowing students to practice benchmarks multiple times throughout the school year, not merely in isolation. I like the flow of each lesson, with students presented with a warm up related to

	prior math knowledge or about their feelings of math in general. The lessons are scaffolded to allow for sufficient exploration by students before being presented a "rule" or standard algorithm. The amount of practice is appropriate without being a "drill and kill" type approach. I appreciate the opportunity for formative assessment of students understanding of the lesson in the wrap up of each lesson. I love the amount of real world problem solving found throughout the program, both with the pictures presented to illustrate concepts and the problems presented. I found the problems engaging and new not like those found in most text books now. I also think the amount of collaboration built into the text will increase mathematical discourse in the classroom. I think this program will help to build mathematical thinkers and problem solvers. I wish I was able to view the assessment piece of this program. I know their is one, from the descriptions I read, it appears there is a progress monitoring program as well as a summative piece, however I was unable to find any links to explore these pieces. It is for this reason that I have rated the program a 4 instead of a 5. As it is apparent there is an assessment program in place, I am giving it a 4 as I believe the other components are worthy of this.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Standard is taught completely giving students an opportunity to translate algebraic expressions to words and words to algebraic expressions. The addition of bar diagrams will help students with understanding.

MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Standard is taught completely with many real world examples and ample opportunities to practice both writing and graphing inequalities.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Standard is taught over three lessons in a very logical way that allows students to build on their understanding. Lots of practice is provided as well as error analysis which is a great way to approach this standard.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Standard is taught well with all clarifications covered. Properties are taught and students are offered ample opportunities to apply them to algebraic expressions.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Standard is taught with lots of opportunity for exploration and practice.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Standard is taught well with many representations of one step equations. The instruction focuses on teaching the concepts through algebra tiles and bar

			models. Number lines are only used in one example.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	Standard is taught using algebra tiles and diagrams before introducing solving algebraically. Number lines are not used.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Diagrams and drawings are shown to teach the concepts, but the practice questions posed are not easily solved with mental math, so it would seem students need how to solve these problems algebraically to be successful which is not what the standard implies.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Standard is taught well using tape diagrams and double number lines. Ratios are defined completely and the real world examples are appropriate 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	Standard is taught well with engaging activities to spark student interest. Ample practice is provided.

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	Standard is taught completely with all clarifications met. Standard is scaffolded appropriately over several lessons to increase student understanding and provide many opportunities for practice.
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	While there is good instruction on using models and tables to solve percentage problems I do not believe the clarification is met for this standard.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Standard is addressed over many lessons with ample opportunities for students to practice skill. Clarification is met completely with a variety of methods taught to solve problems.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Standard covered in depth with an opportunity for students to develop their own questions for a survey of classmates
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	Standard is taught completely with many opportunities for students to practice the standard and

			develop an understanding.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Standard is taught well with appropriate scaffolding for student understanding. There are many opportunities for students to practice the requirements of the standards using real world 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	Standard is taught completely with real world examples of both histograms and line plots. Students are given ample opportunity to interpret the spread of data and the required characteristics.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Standard s taught completely with students given the opportunity to create graphs from provided data and data collected by them using the skills gained with standards taught. Truthfulness in data is also addressed and taught thoroughly.
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	Standard is taught completely with all clarifications met.all

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Standard is scaffolded for student understanding over several lessons. Attention to the scale of the graph which will give students a solid background for future understanding of graphing linear functions in future grades. Instruction is interesting and will keep students attention and focus.
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	Standard is taught completely and the scaffolded in a way to allow for students to develop a thorough understanding of the standard. The questions posed are interesting and relevant to students to keep their attention to the math.
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	Standard is taught completely and all clarifications are met.
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	Standard is taught well with examples given of all three types of triangles and their relationship to a rectangle. Students can clearly see how the formula is derived and are able to practice the standard in a variety of ways.

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	Standard is taught completely with all clarifications met.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Standard is taught well with ample opportunities for practice with both whole number and fractional units, allowing students to increase fluency at the same time they are working on this standard.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Standard is taught completely using nets and figures. Ample opportunities for practice and all clarifications are met.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Standard is scaffolded well, with a logical progression for students to comparing numbers on a number line to using inequality symbols. There are many varied question types and ample practice for students. All clarifications are covered.
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	Standard is thoroughly taught with careful attention given to both number lines, opposite values, and the meaning of zero. All clarifications met and lots of

			practice available to students. Real world examples are appropriate and relevant
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 scaffolding with first focusing on number lines and absolute value before introducing absolute value in a real world context.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Standard is taught well and scaffolded appropriately to allow for full understanding of students. Real world problems involve distance, temperature, and money and are relevant and appropriate for students.
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	Standard is taught well with many opportunities for students to practice and work on fluency.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Standard is taught, but I feel more practice would be needed to achieve fluency.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Standard is taught completely with scaffolding for students to develop a thorough understanding of how

			to approach real world problems, Students work on the process of solving before attempting to solve problems independently. There are multiple opportunities for students to practice this skill and through the practice students will also build fluency with decimal and fraction operations. ,
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	Standard is taught well with clarifications met.
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	Standard is taught well with lots of practice
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Standard is taught well with sufficient exploration and practice given to students.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Standard is taught well with sufficient exploration and practice given to students.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Standard is taught completely with ample practice for students to work on conversions

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	Scaffolding of this standard is done well with students introduced first to number chips and number lines before learning any algorithms. Multiple opportunities to practice and develop fluency are present.
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	Scaffolding of this standard is done well with students introduced first to number chips and number lines before learning any algorithms. Multiple opportunities to practice and develop fluency are present.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	MTR is evident throughout program with students asked to analyze problems, ask questions, and work with classmates on challenging tasks.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Problems are presented throughout the text that first have students work

	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.		with manipulatives, charts, tables, or drawings before being presented a standard algorithm to use. Students are encouraged to solve problems in more than one way and explain their thinking.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Fluency is worked on throughout the program as prior skills are embedded in lessons as students move through the program. Students are often asked to recall prior knowledge in the warmups presented to them in each lesson allowing students to build their fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	Students are asked to work with partners to compare answers and explain their thinking. Error analysis problems are abundant in the

	• 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.		program asking students to explain and justify a student's methods. Students are also asked to summarize their own thoughts and those of their peers to explain concepts learned.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Lessons are introduced through explorations that allow students to see patterns in math and ask students to make generalizations based on there patterns. Problem solving is often first introduced to students by breaking down the question into steps, showing students how to make problems solving more manageable and understandable.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	5 - Very Good Alignment	Students are asked to justify their own answers and also those of student examples provided to them.

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Real World situations and problems are presented and evident in every lesson.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to support their answers and justify their decisions.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Real world problems are evident throughout the text and will require students to practice their reading and comprehension skills to solve the problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Real world problems are evident throughout the text

			and will require students to practice their inference skills to solve the problems.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students are asked to work with partners and in groups to solve problems and complete tasks.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Expectations are given for student work in the teacher guide and can be communicated to students as needed.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Students are asked to work with partners and in groups to solve problems and complete tasks.
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	Opportunities to work with partners and discuss problems are frequent. The teacher's guide also offers many strategies and suggestions for ELL students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Opportunities to work with partners and discuss problems are frequent. The teacher's guide also offers many strategies and suggestions for ELL students.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All standards and clarifications are taught completely and thoroughly with ample opportunity for exploration and practice.
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 and scaffolding of standards is evident.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are appropriate and easy for both teacher and student 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	There are an appropriate amount of print and online materials for students and teachers to learn the standards.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The types of questions range from basic to complex with appropriate scaffolding to allow students to be successful. There is productive struggle built into the program for students.
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 types of questions range from basic to complex with appropriate scaffolding to allow students to be successful. There is productive struggle built into the program for students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The content presented CAN be covered in the time period reccomended.
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 selection of information on mathematicians and scientists is interesting and

		relevant to students and the standards taught.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Good selection of information on mathematicians and scientists is interesting and relevant to students and the standards taught.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	There are some typos noted in lessons: 12.1, 12,2, 8.11, ad 3.1
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 with 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	Content is appropriately taught with prevailing theories, concepts, and models evident and taught to students.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes in content 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 strategies taught were up-to-date and presented to students correctly.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The context is presented appropriately to the standards and benchmarks..
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The context is appropriate and relevant to the learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real world problems are interesting and engaging and designed to capture students' attention.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connections are made to other subjects which will be relevant to students' 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).	5 - Very Good Alignment	The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and 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 standards are covered completely and thoroughly in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Student and teaching resources address the learning outcomes well except there is no assessment piece that could be found to evaluate.
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 well except there was no assessment piece to evaluate.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The student and teacher material are easily understood and organized well except there was no assessment piece to evaluate.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	Student text is engaging and visually appealing. Real world pictures and text are used to

understanding of the content at a level appropriate to the students' abilities.		enhance the learning and make it meaningful 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.	5 - Very Good Alignment	Content is presented at an appropriate amount for student understanding.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	There are many supports for students in place and are detailed in the unit and lesson guides for teachers.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The presentation is done well except for the fact that there was no assessment piece to evaluate.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The problems posed to students are interesting and inspire curiosity. and engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Material is broken down and scaffolded appropriately so students are not presented to much material at one time.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning goals are given to students at the beginning of every lesson and at the end of lessons students are asked to assess their own understanding.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Lessons are scaffolded and supports are built in to allow students to build their understanding and become confident in their abilities.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teacher Guide provides strategies on differentiation and how to modify lessons based on student understanding and learning style.
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 require students to be active participants in their learning, they will be active in the lessons and cannot hide in the classroom.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Lessons are taught with explorations leading up to standard algorithms and practice allowing students to build to mastery.
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 presented include appropriate manipulatives and learning processes related to the standards.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies presented will be effective in achieving student mastery.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	As I can not find the assessment piece I am unable to rate this.
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	As I can not find the assessment piece I am unable to rate this.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Teacher's guide provides information on UDL in each Unit guide and throughout the lesson guides.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	MTRs ad ELA expectations can be found in every lesson presented to students.

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	The submission satisfies almost all learning requirements, unfortunately as I can not locate the assessment piece the score is lower.

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

Reviewer's Name: Michael Banek

Title: Math Nation: Florida's B.E.S.T. 6th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 441

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 in student or teacher materials. Resources are mathematics focused.

Reviewer's Name: Vanessa Champion

Title: Math Nation: Florida's B.E.S.T. 6th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

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Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 441

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.	While there were a few clarifications that were not addressed in the instruction, the structure of the lessons, the intentional supports written in the lesson plans, and additional resources for teachers and students made this program highly rated.

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	Students are given ample practice to translate written descriptions into algebraic expressions and expressions into written descriptions.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Students are given ample practice to translate written descriptions into inequalities and inequalities into written descriptions.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Instruction focuses on the placement of numbers in expressions and compares solutions and later introduces substitution to solve using order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Associative, commutative, and distributive properties are used to create equivalent expressions.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Problems include equations and inequalities. Instruction focuses on substitution to determine whether they 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.	3 - Fair Alignment	No use of number lines in instruction. Appropriate forms of the equation and variables are on either side of the equal sign.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	3 - Fair Alignment	Appropriate forms of equations. No use of number line used in instruction. Variables are on both sides of the equation.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Students use their understand of properties of operations to reason about solutions. Only positive rational solutions. Visual models are used.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	4 - Good Alignment	Three forms of ratios, includes visual models, use of manipul
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Uses visual models and word descriptions-no use of manipulatives. No conversions between customary and metric observed.
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	Two and three column tables to find equivalent ratios-real world context

MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Unit is summed up using all strategies from the ratio unit to solve real world problems.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Embedded in instruction of 6.AR.3.2 and alone as a summary of the ratio unit.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Looks at whether questions are statical or not and if they are statistical what data classification types are used.
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 use pictorial representations of the meaning of mean, median, mode, and range and then use data sets to find each. Positive rational numbers are used. After learning about histograms, box plots, and line plots students are to compare distributions using each display.
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	Inital instruction focuses on understanding the components and few real world applications. Later, students used real world data to interpret the spread and distribution.

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	Instruction focuses on interpreting and describing histograms. Line plots are addressed in the same way in a separate lesson.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Students are to use data to create box plots and histograms using given data and use appropriate labels for each. Lacking discussion of truthful data.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Students examine data in real world situations and determine whether measure of center or variation is appropriate using justification.
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	Expands over three lessons-starting with whole numbers and then venturing into fractions and decimals. x and y axis viewed as line of reflection.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Same x or same y coordinate used for each problem. One lesson using real world problems then skill is embedded in 6.GR.1.3.

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	Embedded in 6.GR.1.2. Sides are parallel. Students find distance, fourth vertex, and area.
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	Students connect the area for triangles to that of rectangles and derive the formula for area of triangles. Students then apply the formula from memory to find the area of triangles.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Students use the area of rectangle and triangles to decompose composite shapes and find the area of the figure.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Builds understanding using prior grade level content. Real world problems and instruction includes missing 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	Instruction begins with the understanding of a net and having students draw nets of figures. Then student find area of each face and surface area of each figure. Uses right rectangular prisms and right rectangular pyramids. Heights of triangles are given.

MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Instruction focuses on using the number line to understand the value and position of each number.
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	Instructional focus is on the vertical and horizontal number line to understand the location of numbers and their distance from 0 to compare. Early lesson focus on the skill. Later lessons used 6.NSO.1.1 and real world context to apply concepts.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Mostly horizontal number lines-only 1 vertical. All other clarifications were included.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Two or fewer operations, all situations represented, integers only
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 review three main strategies for multiplying decimals. Students are directed to choose a preferred methods and engage in mathematical discussions about their methods. Open practice problems provide opportunities for students to develop fluency. Division is structured the same way.

			Decimals to the thousandths.
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	Focus is on visual models, making the connection between multiplication and division and reciprocals, and algorithms. Open problems provide opportunities for students to practice their preferred methods and discussion allow students to explore efficient methods, building fluency.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Real world problems-problems are either all fractions or all decimals.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Focus is on real world context-GCF within 1000 and LCM with factors to 25. Instruction includes simplifying fractions.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Students use distributive property to generate equivalent expressions. Students use their knowledge of GCF to Rewrite the sums.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Initially students explore exponents by identifying and writing equivalent

			forms and evaluating them. Then later in the unit students explore the products of negative bases and odd and even exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Students use factor trees to find the prime factorization of numbers.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Students rewrite fractions as decimals, decimals as fractions, and decimals and fractions as percentages. Focus of instruction is understanding the relationship between each form.
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	Uses pictorial representations and number lines. Inverse relationship is focus of instruction.
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	Uses pictorial representations and number lines. Inverse relationship is focus of instruction.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	Addition and subtraction of linear expressions used algebra tiles initially and then more concrete methods. Addition and subtraction taught in separate lessons.

			Linear expressions defined by clarifications are used. Applications of properties of operations embedded in instruction.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Uses properties of operations as basis for instruction as well as strategies to assess reasonableness.
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	Real world examples are translated into comparisons using greater than, less than, greater than or equal to or less than or equal to and plotted on the number line. Equations are on either side of the inequality symbol.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	All problem types defined by clarifications are included.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Students use previous understanding of ratios and unit rate to represent and solve for real world problems involving proportional relationships. Lessons require students to solve and justify their answers using their understanding of proportional relationships.

MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Taught in conjunction with 6.DP.1.6 and stem and leaf plots and justification of measure step is added to align to the standard.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Appropriate displays are presented. Comparison of measures of center or variation are 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	Students consider real life examples and then are asked to justify different methods of collecting data considering key characteristics of populations and proportional relationships.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Fair coins, fair die, deck of cards, and spinners are included. No marbles but similar experiments included.
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	Instruction includes using fractions, percents, and decimals to represent probability. Students use the results to determine the likelihood of an event on a scale from 0-1, 0 being impossible and 1 being certain. P(event) notation is used.).

MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Instruction includes finding probability of an event and representing it using a fraction, percent, and decimal.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Students determine the theoretical probability of an event and compare it to a simulation. Random variation is addressed directly.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Connections to area of rectangles and triangles to understand the area of trapezoids, rhombi, and parallelograms.
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	Area of composite shapes focuses on using the area of triangles and rectangles-coordinate system only used for unit opener to connect concepts.
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	Limited to 6 or fewer steps. Grouping symbols, whole number exponents and absolute value included in instruction.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Student review methods previously used earlier in the year to build procedural fluency with the four

			operations with rational number. Open problems presented to students.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Three lessons follow 7.NS.2.2 to engage students in real world problems. with the four operations with rational numbers. One or more operations are used to solve.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Directly linked to an activity written in the lesson plans. Teachers are explicitly instructed to engage students in MTR11. Could be embedded in daily mathematics routine.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	4 - Good Alignment	Activities are directly linked to the benchmarks where Multiple methods should be used in instruction.

	drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	For fluency benchmarks, lessons are written with ample problems for students to solidify their practice.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	4 - Good Alignment	Directly linked to an activity written in the lesson plans. Teachers are explicitly instructed to engage students in MTR41. Somewhat embedded in daily mathematics routine.

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Purposefully embedded in bench
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Every lesson provides students opportunities to engage in this MTR. (Error analysis problems)

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	For benchmark where this is specified, this MTR is embedded.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	There is opportunity in every lesson for students to justify their thinking using sound mathematical reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Problems used grade appropriate leveled text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students use mathematical reasoning to make inferences. Required in some lessons.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Students are to collaborate in all lessons to some extent.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students must use properties to justify actions.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Some examples. Notice and wonder routines
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	Supplemental instruction for ELLs and differentiation is identified in every lesson.

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 most benchmarks and clarification. Those missing pieces identified above.
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	It used prior grade level understanding as an entry point to the grade level content and scaffolded appropriately.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Teachers have enough material in order to provide instruction, review, and remediation when needed. Enough instructions included for varying skill levels of teachers 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	Key vocabulary, steps, and examples help students further understand content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Many questions are open ended and require students to do the math. Complexity is appropriate for the grade level.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Being the accelerated course, topics were selected and sequenced in a strategic way

		so that gaps in understanding were minimized.
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	133 lessons-provides time for remediation and review before the end of the year. Also, allows for flexibility in 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	Authors are identified-experts from variety of mathematics backgrounds. Research based approaches align to the routines.
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 daily routine aligns with the research based practices. (CPA, scope and sequence,...)
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	None 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	Based in real world context.
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	CPA approach evident in the strategies and approaches for instruction. Appropriate Scope and sequence.
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.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Many of the standards aligned to the benchmarks and clarifications. Even real world context used in examples aligned to recent events (Basketball championships,..).

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 context used in examples aligned to recent events (Basketball championships,..).
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Context in which topics are presented are relevant to student's' lives and are appropriate for the 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	High interest topic (sports, ...), STEM, and other real world topics related math to every day life.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	STEM, Sports, history,...
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	None 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	Appropriate content observed.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	All benchmarks are covered.

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	Student book and additional digital resources provide ample resources for instruction, review, and remediation. Teacher's guide and videos provides teachers of varying

		levels of understanding support for instruction.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All pieces align to the resource and are identified in the lesson plan.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Scope and sequence was designed to provide a natural spiraling of content to build understanding of the emphasis areas.
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	Grade appropriate academic vocabulary and grade level presentation of 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	133 lessons provides flexibility for the teacher time to provide supports for each set of unique learners
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	UDL is address in each lesson and explains how it can be modified for learners. Digital and book versions are available. Fonts, contrast, and taking notes tools 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	The lesson plan of the program laid out specific expectations for instruction and provided alternatives for unique learners.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Pages were attractive and not cluttered. High interest topics we included in the examples

		(Florida, Sports, ...) Every lesson also provided places for students to reflect and give feedback on their learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Operations (whole numbers, integers, decimals, fractions,...) was a clear focus on instruction throughout and was embedded in many of the lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning goals for each lesson provide students with learning expectations and the lesson plans for the teacher paint a clear path for teachers. Supplemental resources within the program provide additional support for exceptional learners.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Learning goals for each lesson provide students with learning expectations and the lesson plans for the teacher paint a clear path for teachers. Supplemental resources within the program provide additional support for exceptional learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Varying supports-On ramp, EdgeXL, student tutoring videos, Language support services, and lesson plans with specified 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	Students are to work together and independently during each lesson. Questions are open ended and force students to engage in the 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	UDL alternative to lessons are included. Differentiated lessons, and resources are also available to support student learning.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	A vartiety of strategies are presented to build understanding and fluency.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The specificity of the lesson plan help teachers know what needs to be taught, at what level, and what student expectations are for the lesson. Additional resources are available for students who fall short of these expectations.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Most question in the student book were open ended; however, digital assessments provide practice with other types of questions.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The open ended questioning allows the teacher to see student thinking.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	A variety of presentation methods are available (paper and digital versions of the book, hands on activities, and videos are provided.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	At least one MTR was embedded in every lesson and was authentically and intentionally embedded in an activity for the 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	The resource supports a variety or learners at many different levels.

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 unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None observed.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. 6th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 441

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	2 - Poor Alignment	Images did not have alt tags
All videos are captioned.	1 - Very Poor/No Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text*

to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Catherine White

Title: Math Nation: Florida's B.E.S.T. 6th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 441

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 is some concern with the lack of practice/alignment from warm-ups to lesson instruction, and from lesson instruction to reflection. This could cause a loss of instructional time on unrelated topics. Although each lesson has a warm-up and reflection, they are not always content-related. For example, students rate

	themselves using emojis and can write an explanation about how they felt. Learning would be improved by providing students with more practice on the mathematics and/or giving students and teachers concrete data about whether students mastered the lesson objective. Additionally, the teacher's editions appear to be very lengthy, and do not provide very many mathematical explanations to teachers, or strategies for teaching concepts. For example, the warm-up in lesson 11.6.1 may cause some confusion for students if they have not used a thermometer like this in the past. However, rather than give the teachers tips on how to explain a thermometer, the teacher tip says "For students who may struggle to read the thermometer with smaller print, consider projecting a larger image of it for students to use while answering the questions." Another example might be Unit 3.1.7 where the number lines are both vertical and horizontal - a useful teacher tip would be to have teachers remind students of how each of these types of number lines are read. One positive feature of this program is that it is very simple to flip/switch between student view and teacher view online. Worked examples, explanations, tips on which pieces to skip and/or assign for homework are also useful features. From a new teacher standpoint, it is helpful that the publisher provides both the standard and a learning target within the student text, so that they do not have to figure this out on their own (no unpacking necessary). Also, discussion questions/prompts are provided to teachers throughout the teacher's edition (TE). The material presentation is very clear, straight-forward, and easy to use. The use of color throughout the text provides clarity and could have a positive impact on student understanding of the material.

Standard	Description	Reviewer Rating	Rating Justification

MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Great visual examples. Color coded, guided instruction, and a reflection.
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	Examples are shown with variables on the left and right side of the inequality.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Includes explicit instruction on order of operations as well as step by step examples.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Properties include associative, commutative and distributive.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Warm up seems like time wasted. Not related to the standard. The instruction is not well-scaffolded in a way to help build student understanding.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Instruction includes using manipulatives, drawings, number lines and inverse operations. Difficult to determine whether the online models can be manipulated by students.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world	3 - Fair Alignment	The warm up question is very

	context using multiplication and division, where all terms and solutions are integers.		elementary level. Concerned that the instruction involves the use of algebra tiles with no teacher explanation as to how to use them.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Warm up is unrelated to the lesson. It would be helpful to provide teachers with an explanation as to how to use a bar chart. The wrap-up reflection would be better if it allowed students to demonstrate their understanding.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Warm up aligns to instruction. Visuals and real-world examples are provided.
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	Good scaffolding and alignment to the benchmark, although the 5.4 warm-up would benefit from having student discuss mathematical connections.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	The 5.4 warm up is not math related, but is designed to get students to discuss the scenario.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems	5 - Very Good Alignment	Good alignment to standard: Apply ratio relationships to solve

	involving percentages using the relationship between two quantities.		mathematical and real-world problems involving percentages using the relationship between two 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.	4 - Good Alignment	Instruction includes the use of tables and number lines. Did not see instruction using tape diagrams.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	3 - Fair Alignment	The concept is not explained well for students. Students would benefit from a more in-depth explanation and different examples.
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	I don't understand the reason for the warm-up questions or how they align to the benchmark. The explanation of the content was good.
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	Instruction includes describing range, interquartile range, halves and quarters 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	Meets the standard: 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.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Lots of text and writing for students in this lesson. Could be difficult for ELLs and low-level learners without supports.
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	Not sure how the warm up is related to the lesson. Some of the grids and multi-select tables are very busy and crowded.
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	Good use of examples and scaffolding.
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	Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Warm up is related to MTR - perseverance. Students probably would not enjoy the video in the TE. Good

			use of color and examples.
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	Problem types include finding area of composite shapes and determining missing dimensions.
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	Scaffolds from the explanation of a unit cube to volume
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	The nets used have edges as though students will glue them together. These images could be confusing to students.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Scaffolding and use of real-world examples included.
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	Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Difficult to determine why money was used as the warm-up example.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Matches the language of the benchmark: Solve mathematical

			and real-world problems involving absolute value, including the comparison of absolute value.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Uses an area model within the examples. Teachers and students may need a refresher on this strategy.
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	Use of tape diagrams and error analysis
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	Instruction focuses on multi-step real-world problems involving the four operations
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	It would be great to see other methods for GCF
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	Instruction includes using the distributive property to generate equivalent expressions.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Warm-up is unrelated. Lesson includes Instruction includes using the distributive property to generate equivalent expressions.

MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Good use of scaffolding to teach the standard: Express composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Rational numbers include decimal equivalence up to the thousandths place.
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	Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Instruction would be better if the warm up were aligned to the lesson. and if more visuals were included
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	Instruction includes linear expressions in the form ax±b or b±ax, where a and b are rational numbers.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Instruction includes using properties of operations accurately and efficiently.
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	Problems include inequalities where the variable may be on either side of the inequality symbol.

MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Scaffolded examples will be helpful in building student understanding.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Students are exposed to real-world mathematics problems. Additional visual examples would be helpful.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	3 - Fair Alignment	Lessons 10.2 and 10.3 focus on the 6th grade benchmark. Lesson 10.4 focuses on the 7th grade standard. There is not a lot of practice or visuals for students.
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	Graphical representations are provided to students. The measure of center is limited to mean and median
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Text-heavy. Struggling readers may find this challenging.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Some of the examples provided may be unfamiliar to students, so they will have difficulty answering the sample space for "skee ball" for example.
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	The warm-up would be better if it asked questions related to data and probability

			instead of just "notice" and "wonder." Additional explanation on P(event) notation would be beneficial.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Large amount of text and tables in 15.5 may be overwhelming to students.
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	Repeated lessons from DP.2.3. Lesson 15.6 has a large amount of text. Visuals would be beneficial to students.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Pages are busy. 7.8 warm-up is not aligned. Exit question does not help teachers find student misunderstandings if students can't explain why they don't understand.
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	Scaffolding is designed to help build student understanding.

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Refreshers and guided practice are built into the student edition. Number lines and visual examples are used.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	The 11.6.1 warm up may be confusing without students knowing how to read a thermometer and with the absence of any negative symbols as an example. Exit ticket probably not helpful to teachers in terms of data analysis.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	MTRs are embedded throughout the lessons.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	5 - Very Good Alignment	MTRs are embedded throughout the lessons.

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

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

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	MTRs are embedded throughout the lessons.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are expected to justify their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Students are expected to read scenarios and word problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students are expected to make inferences when graphing.
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 are expected to collaborate and discuss.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Embedded throughout. Examples: Lesson 7.1,

			Lesson 10.6, Lesson 10.10
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Embedded throughout. Examples: Lesson 6.9, Lesson 11.7
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 supports for English Language Learners embedded in the teacher's edition.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	For the most part, the content is written to the correct skill level of the standards and benchmarks in the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	I did not see anyplace where the materials could be changed by the teacher, but they are useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Most materials provide sufficient details for students to understand the significance of the topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	With the exception of the warm-ups, the level of the content matches the standards.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	With the exception of the warm-ups, the level of the content matches 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	For the most part, the 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.	5 - Very Good Alignment	I did not see citations, but many of the strategies used reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Primary and secondary sources include videos that align to the standards.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Material appear to be 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	The content of the material is presented objectively
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	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	Materials appear to be free of mistakes and inconsistencies
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content is up-to-date according to current research and standards of practice.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Mostly comprehensive. Teachers may need to look online for additional practice.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components of the major tool align with the curriculum and each other

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The materials are consistent and logical organization of the content for the subject area
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	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. 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	Students may need additional time due to the amount of reading and writing involved, but teachers may forgo this for online practice.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The online resources are student friendly
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The materials are useful and practical, and it is easy to find and understanding content. I am a little concerned about the size of the TEs, they are in two large volumes, but they are still easy to use.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Materials seem to be relevant to today's learners
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The instructional materials are chunked into important concepts

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Not only is the standard listed in the student edition, the learning target is also 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	For the most part this is true. Many of the manipulatives will require a teacher demonstration.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Adaptable to developmental differences and various learning styles
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	The materials engage the physical and mental activity of students during the learning process
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials include organized activities that are logical extensions of content, goals, and objectives
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	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.	3 - Fair Alignment	I did not see a lot of assessment strategies.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	I did not see a lot of assessment strategies.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Great use of visuals color, videos, manipulatives.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA and MTR standards are embedded throughout.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The instructional materials promote learning and learning outcomes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of topic coverage
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of topic coverage
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of topic coverage
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Some of the warm-up and exit tickets come very close to SEL in terms of how students feel about the lesson and what they "deserve" after completing the lesson (see 11.6.4 as an example)

Reviewer's Name: Michael Banek

Title: Math Nation: Florida's B.E.S.T. 7th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 7

Bid ID: 442

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 in student or teacher materials. Resource is mathematics focused.

UDL Reviewer's Name: Sam Jeanty

Title: Math Nation: Florida's B.E.S.T. 7th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 442

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Math Nation provides accessibility tools allowing the student to adjust font size, color, and type. In addition, background colors and contrast can be adjusted. Math Nation supports the latest in screen reader technology including JAWS, Chrome, VoiceOver, and NDVA. All images contain alt tags, and in most cases, detailed image descriptions. In addition, the entirety of our digital workbook has human-recorded voiceover in both English and Spanish. All videos are captioned. Refreshable Braille displays are supported on all digital materials with text-to-braille, image tags, descriptions, and video captions. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
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	
Text-to-speech tools.	1 - Very Poor/No Alignment	When select speech text tool I did not get auditory feedback

All images have alt tags.	1 - Very Poor/No Alignment	Images did not have alt tags
All videos are captioned.	2 - Poor Alignment	Could not find videos with caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Math Nation is designed to natively support navigation options for the visually impaired. This includes the ability to resize all navigational elements, including text, buttons, icons, and images. The digital experience can be entirely navigated using keyboard shortcuts and arrow keys. Navigation can be utilized using all major screenreading and voiceover technologies, as well as refreshable Braille displays. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	4 - Good Alignment	using the keyboard shortcut and zoom feature within the browser
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Math Nation provides comprehensive, assistive study tools for use within the digital experience. This includes highlighters in multiple colors, including yellow, rose, green, and blue, as well as the ability to export all highlighted text*

to a printable view (and saved for later). All highlighting is saved in-state, so if the student comes back to a different computer, mobile device, or Chromebook, they can retrieve their study materials from this different device without losing their work from their initial device. Full note taking is available throughout the digital experience. In addition, Math Nation has designed and integrated a custom whiteboard solution, which provides a comprehensive suite of tools to draw, take notes, work out equations, and use graphing and other study tools like Desmos calculator and more. Any accessibility gaps in the user experience are undergoing remediation. All content and electronic instructional materials will be WCAG 2.0 AA compliant by the 2022–2023 school year.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	
Highlighted text can be automatically extracted into another document.	3 - Fair Alignment	The highlight feature doesn't work when you highlight an entire paragraph
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

Math Nation has been tested to support all major assistive technologies, including VoiceOver, JAWS, Chrome Screenreader, and more. Features include magnification, text-to-speech, text-to-American Sign Language, on-screen keyboard, switch scanning controls, and Speech-to-text. In addition, Math Nation regularly reviews new products on the market and new versions of existing products, and quickly integrates those products to ensure a seamless experience for users with accessibility needs.

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

Math Nation provides paper-based materials to all students whose district orders Math Nation consumables. In

addition, for those students with special needs, print versions are provided. PDF and word documents of all digital materials can be downloaded by teachers, students, parents, and district staff and can be printed on-demand as well.

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Rachel Schrimsher

Title: Math Nation: Florida's B.E.S.T. 7th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 442

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.	Beyond the few items noted above, the curriculum is stellar. Easy to use, not much "fluff", teacher and student friendly. Adheres to the standards with rigor and clear explanation.

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	Real world examples, excellent introduction to concept with appropriate scaffolding in place.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Great alignment to the standard; however Lesson 5.6 uses made up places/names for currency comparison. Missed opportunity here to bring in the various cultures around the world.
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	Excellent alignment, card sort activity is also stellar.
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	Alignment present, like the I notice, I wonder as an intro to the content.
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	Reasoning and rigor is evident within the practice lessons. Also enjoy the tie to “real places” in the state for the personal connection with students.
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	Supports the standard but does not use the variable “P” as called for in the clarified standard, the lessons use the more commonly used “k” to

			represent the constant of proportionality.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Good alignment to the standard with appropriate rigor. Mindset check in is related directly to standard.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	2 - Poor Alignment	Standard calls for no more than 6 categories to be included in data, however the lesson uses up to 8.
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	Good alignment to the standard, appropriate rigor evident.
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	Typo: 8.1 (radio is used instead of radii) Standard is represented strongly in content.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Good alignment to the standard and evidence of rigor is present. Opportunities for application and discussion also evident.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Good alignment to the standard and rigor is present.

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	Vintage label problem is good however, the top and bottom of the "net" are not mentioned.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
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	The manner in which the "rules" are conveyed are easy to understand without eliminating rigor. Very good alignment.
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	Good alignment to the standard.
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	High rigor and great application fo the standard. Detailed and accounts for scaffolding of concepts.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Stays within parameters of the standard and alignment is good.
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 to the standard and rigor is evident.

MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident. Appreciate the actual cost for snacks and movie tickets.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Good alignment to the standard evident.
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 to the standard and rigor is evident.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Good alignment to the standard.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
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 alignment to the standard and rigor is evident.
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	Good content but loosely tied to "real world content"
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	Good alignment to the standard and rigor is evident.
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 alignment to the standard and rigor is evident.

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	Good alignment to the standard and rigor is evident.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident. Parameters of the standard evident.
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 alignment to the standard and rigor is evident.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Good alignment, however parameters of "rolls" exceed the restriction of 3.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Good alignment, however parameters of "rolls" exceed the restriction of 3.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Good alignment, however parameters of "rolls" exceed the restriction of 3.
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 alignment to the standard and rigor is evident.

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	Good alignment to the standard and rigor is evident.
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 to the standard and rigor is evident. Cross curricular components also excellent with formulas for velocity and speed.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Good alignment to the standard and rigor is evident.
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	Good alignment to the standard.
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	Good alignment to the standard and rigor is evident.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Good alignment to the standard.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Good alignment to the standard.
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	Good alignment to the standard.

MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	Good alignment to the standard.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	Good alignment to the standard.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	Good alignment to the standard.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Good alignment to the standard.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Good alignment to the standard. Excellent explanation of irrational numbers.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Good alignment to the standard. RIgor 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 alignment to the standard. RIgor is evident.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	Good alignment to the standard.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Good alignment to the standard. RIgor is evident.

MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Good alignment to the standard. RIgor is evident.
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	Good alignment to the standard. RIgor is evident.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Throughout the lessons there are ample opportunities for analysis.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	Various ways to solve problems are evident.

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

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

	• 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	Evidence is called for and the expectation.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is applicable for grade level of content.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Vocabulary is explained to increase comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Collaboration opportunities are scattered throughout the entire curriculum.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Mathematical laws and practices are adhered to.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	No issues noted.
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 student consideration is evident.

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 alignment with standards is strong.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Rigor is present throughout the content.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Various activities for teachers to implement that are ready to go to enhance lesson delivery.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Concepts are reviewed in student friendly language and examples.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Rigor is present throughout the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Content is consistent with expectations for 7th grade advanced 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	Content is consistent with the time period that would be allotted 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	Sources cited within materials are respected as experts in secondary mathematics
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 support the quality of the content as it relates to the standards.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	Some typos included in bid.
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).	2 - Poor Alignment	Bias seen within lesson 7 with the gender inequality case

		used as an example. The suit was thrown out of court.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content is reflective of the standards for 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 issues noted.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are evident.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Appropriate content is evident throughout the curriculum.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is presented in a student friendly manner with ample support.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Excellent examples and Florida connections.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Names, ideas, photographs, etc contain diverse students and backgrounds.
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 concerns or biases noted.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No concerns or biases noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmark and standards are aligned within this content.

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/teacher content is reflective with clear expectations and easy to follow.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Alignment is clear within each part of the curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The order of lessons is consistent with standard progression and scaffolding.
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	Minimal extras are evident, visuals are present when needed to support the idea/concept being taught .
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 within range.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Ample opportunities for students at any level to access and 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 is excellent for both teacher and student.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Student friendly content is woven into the curriculum

		including features within the state of Florida.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Repeated concepts " big ideas" are overarching within the curriculum
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Target, learning goals and exit slips are included 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.	4 - Good Alignment	Scaffolding is evident of content.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	UDL/adaptability for the needs of students are considered and apparent.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Students need for activity is considered.
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	Ample opportunities for student interaction both with groups and independently.
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	Best practices are present throughout the curriculum.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Content supports the targets as stated.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments within the content correlate with the standards.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments within the content are reflective of the content.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Features of site support UDL with highlighting, note taking and language editing.
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	Challenges are evident and ELA expectations are clear with on grade level text.
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	Text contains challenging curriculum that represents the standards as written.

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 bias noted.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No bias noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	1 - Very Poor/No Alignment	The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.
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	Each lesson contains a “self reflective portion” many of which have nothing to do with the standard or of understanding the concepts. More geared to the “mindset”. See 14.5.1 for a warm up example.

Reviewer's Name: jean sterner

Title: Math Nation: Florida's B.E.S.T. 7th Grade Accelerated Math

Publisher: Math Nation (a division of Study Edge)

Author: Math Nation

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 442

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.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	Multiple sections align to this standard
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Multiple sections align to this standard
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Section aligns to this standard
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Chapter aligns to this standard
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	Multiple sections align to this standard
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Multiple sections align to this standard
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Small section aligns to this standard
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Multiple sections align to this standard
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Multiple sections align to this standard
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the	5 - Very Good Alignment	Chapter aligns to this standard

	circumference of a circle to solve mathematical and 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.	5 - Very Good Alignment	Multiple sections align to this standard
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	Multiple sections align to this standard
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	Chapter aligns to this standard
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	Small section aligns to this standard
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Small section aligns to this standard
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Chapter aligns to this standard
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	Multiple sections align to this standard
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	Chapter aligns to this section
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Multiple sections align to this standard

MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	Multiple sections align to the standard
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Section aligns to this standard
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Sections align to this standard
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	Sections align to the standard
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	Multiple sections align tot he standard
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	4 - Good Alignment	Multiple sections align to the standard

MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Multiple sections align to the standard
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Section aligns to the standard
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	Multiple sections align to the standard
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Small sections align to the standard
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Sections align to the standard
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Chapter aligns to the standard
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Sections align to this standard
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	Small sections align to this standard
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	Multiple sections align to this standard
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	Multiple sections align to this standard

MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Small sections align to this standard
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	Sections align to this standard
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	Section aligns to this standard
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	Sections align to this standard
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Small section aligns to this standard
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Section aligns to this standard
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	Multiple sections align to this standard
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	Chapter aligns to this section
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	Multiple sections aligns to this standard

MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	Chapter aligns to this section
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	Small sections aligns to this standard
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	Chapter aligns to this standard
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	Multiple sections align to this standard
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	Small sections align tot his standard
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	Multiple sections align to this standard

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

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

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

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Lessons allow for justification
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 meet this standard
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Lessons allow for collaboration
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Lessons meet this standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Lessons meet this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lessons meet this standard

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

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Material is written to correct skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Material are adaptable to the classroom
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Material provides adequate detail
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Material matches student abilities
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Material is paced out for teaching
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Material is expertly written
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Material is 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	Material 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	There is no bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Material aligns to current standards

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	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 is written 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	Material is written in relevant context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Material is relevant to learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There are real world examples
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Material aligns to other subjects
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There is 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	Material portrays compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Material is written to meet current standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Material meets the learning outcomes

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Strategies for motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Material is chunked
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning targets are defined
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.	4 - Good Alignment	Material is adaptable to differnt 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	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	Material is logically organized
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Material provides instructional strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Material meets targeted outcome
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Material aligns to assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments assess learners performance
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Materials meet the needs of all learners
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Material aligns to best standards
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Material aligns to learning outcomes

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

Reviewer's Name: Makeda Brome

Title: Financial Algebra Tax Update

Publisher: Cengage Learning

Author: Gerver/Sgroi

Copyright: 2021

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for Data and Financial Literacy

Bid ID: 444

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.	While book has some good content, it does not cover quite a few benchmarks and there are a a significant amount of benchmarks that are covered partially. For those reasons, I will not recommend this book for adoption.

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	Meets full intent of the benchmark/standard
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Meets full intent of the benchmark/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.	3 - Fair Alignment	The book only meets the standard partially, while students solve, graph, and model linear functions, there is very little evidence of interpreting key features and determining constraints in terms of the context
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	The book only meets the standard partially, the sections have students solving, but there were a only a couple of modeling questions and very few questions in regards to constraints
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	The book meets this standard/benchmark partially. There is very little modeling within the teachable text. There are very few questions on interpreting key features and determine constraints

MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	3 - Fair Alignment	Covers the standard, but not in a comprehensive way. Very brief coverage of the standard
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	3 - Fair Alignment	Covers the standard, but not in a comprehensive way. Very brief coverage of the 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.	1 - Very Poor/No Alignment	There is no evidence of this in the sections identified
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	3 - Fair Alignment	Meets all parts of the standard with the exception of interpreting the 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.	5 - Very Good Alignment	Meets full intent of benchmark
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	Meets full intent of benchmark
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	Meets full intent of benchmark
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating	5 - Very Good Alignment	Meets full intent of benchmark

	data-based arguments; determining whether 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.	1 - Very Poor/No Alignment	not addressed in 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.	1 - Very Poor/No Alignment	not addressed in the materials
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	use of fractions evident throughout materials
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	2 - Poor Alignment	6.2 covers tax schedules/covered very little in 8.8 and 9.2
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	1 - Very Poor/No Alignment	the benchmark/standard is not addressed in the given section
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	1 - Very Poor/No Alignment	The standard is covered in only one example in the book.
MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	2 - Poor Alignment	no evidence of spreadsheets being used in the text, only models of graphs are evident
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	2 - Poor Alignment	only two questions addressing this standard

MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	3 - Fair Alignment	students work with budgets within spreadsheets and other technologies but they are not developing budgets
MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	5 - Very Good Alignment	meets full intent of the benchmark
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	meets full intent of benchmark
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	meets full intent of benchmark
MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	5 - Very Good Alignment	meets full intent of benchmark
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	meets full intent of benchmark
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.	3 - Fair Alignment	meets overall full intent of benchmark, there were not a lot of examples with spreadsheets
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.	5 - Very Good Alignment	meets full intent of benchmark
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	meets full intent of 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.	2 - Poor Alignment	does not address the standard in the teaching/content of materials, only in student question section
MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	3 - Fair Alignment	while debt is covered, its is not to the full intent of the standard
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	2 - Poor Alignment	benchmark is barely covered in the identified sections
MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	3 - Fair Alignment	benchmark covers retirement income from savings but doesnt talk about advantages and 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	meets full intent of the benchmark
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	5 - Very Good Alignment	meets full intent of the benchmark
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	meets full intent of the benchmark
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.	1 - Very Poor/No Alignment	not addressed

MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1 - Very Poor/No Alignment	not addressed
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	addressed throughout text
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • 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	problems and solutions represented in multiple ways throughout text algebraically and graphically

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	addressed throughout text/materials
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	examples given in margins of teacher text but not in student text
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	present throughout materials

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	present throughout materials
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	4 - Good Alignment	Relevant real-world mathematics is present throughout text, with the exception of missing benchmarks

	• 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	located in student problem sets
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	text is at appropriate readability level
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Only in student problem sets, not in text where students can see models of inferences
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Some collaborative techniques are located in the teacher manual in the margins, not evident in student text
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	good alignment
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	appropriate tone and voice used for 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.	1 - Very Poor/No Alignment	no 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.	3 - Fair Alignment	content matches standards/benchmarks that the materials have but benchmarks are missing in the materials
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	content matches standards/benchmarks that the materials have but benchmarks are missing in the materials
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	materials are adaptable for classroom instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	good alignment
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	content matches standards/benchmarks that the materials have but benchmarks are missing in the materials
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	content matches students abilities and grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	not sure, pacing calendar is not given
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 alignment
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	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	content 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	content 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 representative 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	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 presented in appropriate and relevant context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	meets indicator
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	meets indicator
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	materials makes meaningful connections for students
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very 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	humanity and compassion shown
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	fair alignment, all benchmarks are not covered in the materials

		to the full intent of the benchmarks

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	there are missing benchmarks in the book so teacher would have to use outside resources to teach full course
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	there are missing benchmarks in the book so teacher would have to use outside resources to teach full 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	materials are in logical organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	very good readability, text-to-speech embedded, ability to zoom
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	content presentable, not sure of pacing, guide not included
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	book contains good aids, navigation, zoom, text-to-speech
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 overall

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	there is a lot of reading throughout the book, there is not much to motivate learners
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	materials do not hit every benchmark thoroughly
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear statements are given
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	good alignment
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	did not see adaptability go guidance and support
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	a lot of reading in the text, materials do not engage physical and mental activity of students in learning process
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	material organized logically
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	instructional strategies are good strategies for successful teaching
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	instructional strategies are effective
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	materials correlate to assessment strategies
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	assessment strategies are effective

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	good udl 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?	3 - Fair Alignment	book has a fair application of ELA expectations
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	book overall fairly aligns 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	Materials do not have CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials omit Culturally Responsive Teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials omit Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No SEL

Reviewer's Name: Jesika Butler

Title: Financial Algebra Tax Update

Publisher: Cengage Learning

Author: Gerver/Sgroi

Copyright: 2021

Edition: 2nd

Grade Level: 9-12

Course: Financial Algebra

Bid ID: 444

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 material in the resource.

Reviewer's Name: Carl Clark

Title: Financial Algebra Tax Update

Publisher: Cengage Learning

Author: Gerver/Sgroi

Copyright: 2021

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for Data and Financial Literacy

Bid ID: 444

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 course will need supplemental material for the missing benchmarks and standards. In the publisher's Q&A, they mention a reliance on material that were not available for me to review. In the modern world of education, the paper textbook is obsolete and the interactive eBook is the norm. Thus, without including "all" the learning resources

	available, this section is difficult to answer accurately. That said, the textbook alone is a good starting point for building a course to meet the required benchmarks and standards. By including links to the missing material, assigning several spreadsheet based activities each semester, and supplementing instruction with current events, then the textbook is just the foundation to a good course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Fully Meets Requirement.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
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	Fully Meets Requirement.
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	Fully Meets Requirement.

MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Fully Meets Requirement.
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Fully Meets Requirement.
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	The word categorical does not appear in a search
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	Fully Meets Requirement.
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	Fully Meets Requirement.
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	Missing tree diagram and not much opportunity to practice
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	Not much opportunity to 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 a valid sampling method was used; or interpreting provided statistics.	5 - Very Good Alignment	Fully Meets Requirement.

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.	1 - Very Poor/No Alignment	Publisher Acknowledged
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	Publisher Acknowledged
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	Fully Meets Requirement.
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	3 - Fair Alignment	Ratios covered but proportions not explicitly covered
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	4 - Good Alignment	Implicitly covered in section 1.3
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	4 - Good Alignment	No use of spreadsheets
MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	4 - Good Alignment	Minimal reference and use of spreadsheets
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	3 - Fair Alignment	Fees not accounted for and only one practice problem
MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	4 - Good Alignment	Business not covered and spreadsheet only implied

MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	5 - Very Good Alignment	Fully Meets Requirement.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Fully Meets Requirement.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Fully Meets Requirement.
MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
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	Minimal coverage and only 1 (2nd) clarification met
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	No impact of income taxes covered
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	Fully Meets Requirement.
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.	3 - Fair Alignment	Minimal coverage and no coverage of factors affecting scores

MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	4 - Good Alignment	Business not covered
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	3 - Fair Alignment	Minimal coverage and missing homeowner's & medical insurance and use of spreadsheets.
MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	4 - Good Alignment	Missing spreadsheets coverage
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	Research aspect missing
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
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.	1 - Very Poor/No Alignment	Publisher Acknowledged
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1 - Very Poor/No Alignment	Publisher Acknowledged
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.	5 - Very Good Alignment	Fully Meets Requirement.

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

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

	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Fully Meets Requirement.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Fully Meets Requirement.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Examples provided implicitly meet the requirements, but

			"cite" is not found in a search
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Fully Meets Requirement.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Fully Meets Requirement.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Fully Meets Requirement.
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	Publisher Acknowledged

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 standards and benchmarks are met. For a textbook on financial literacy and based on the standars and benchmarks, my biggest concern is the minimal attention given to the proper tools (e.g., Excel) to use.

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Fully Meets Requirement.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Except where noted above, the materials should provide an adequate foundation as a classroom and home resource.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Fully Meets Requirement.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
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	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.	4 - Good Alignment	There is a lack of college level mathematician reviewers for the textbook.
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	Fully Meets Requirement.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	Fully Meets Requirement.

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	Fully Meets Requirement.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Yes, but I question the standards/benchmarks treatment of income tax and non-mortgage loans may be out of 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 book is not written specifically for these standards and benchmarks, so it is not exact.
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 Requirement.
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 Requirement.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	This is never easy for mathematics text, and especially one focused on financial math.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	None 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	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?	4 - Good Alignment	See previous notes.

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	This course will need supplemental material for the missing benchmarks and standards. In the publisher's Q&A, they mention a reliance on material that were not available for me to review. In the modern world of education, the paper textbook is obsolete and the interactive eBook is the norm. Thus, without including "all" the learning resources available, this section is difficult to answer accurately.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	See 1.A. above.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Fully Meets Requirement.
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	Fully Meets Requirement.
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	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.
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 UDL questionnaire references resources that I was unable to assess.

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	See comments above.

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.	4 - Good Alignment	As noted above, not all curriculum requirements are covered by the textbook.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	As noted above, not all curriculum requirements are covered by the textbook.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	As noted above, not all curriculum requirements are covered by the textbook.
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	As noted above, not all curriculum requirements are covered by the textbook.
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	Fully Meets Requirement.
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	As noted above, not all curriculum requirements are covered by the textbook.

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	5 - Very Good Alignment	It is a math textbook. I found no evidence of any instruction

unsolicited strategies outside the scope of subject-area standards?		or indoctrination of social issues.

UDL Reviewer's Name: Sam Jeanty

Title: Financial Algebra Tax Update

Publisher: Cengage Learning

Author: Gerver/Sgroi

Copyright: 2021

Edition: 2nd

Grade Level: 9-12

Course: 1200387 - Mathematics for Data and Financial Literacy

Bid ID: 444

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how we address navigation elements for Florida students. MIndTap accessibility information can be found here: https://help.cengage.com/mindtap/mt-instructor/common/accessibility.html VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	
Background: High contrast color settings are available.	3 - Fair Alignment	was only able to change using night display. need more contrast features.
Text-to-speech tools.	5 - Very Good Alignment	

All images have alt tags.	2 - Poor Alignment	No alt tags found in images
All videos are captioned.	1 - Very Poor/No Alignment	no caption features for video
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The highlight feature doesn't work when you highlight an entire paragraph

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how MindTap and VitalSource address navigation elements for Florida students. MindTap accessibility information can be found here: https://help.cengage.com/mindtap/mt-instructor/common/accessibility.html VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
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.	2 - Poor Alignment	no menu items have keyboard shortcuts discovered
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the potentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Both the eBook in MindTap and the VitalSource eBook provide highlighting in the standard colors. Highlighted text can be extracted via cut/paste. NoteTaking tools are available in the VitalSource eBook, but are enhanced even further*

within the MIndTap eBook and platform. These notes can be revisited and viewed by Florida teachers to enhance the learning experience and communication.

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

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ MindTap accessibility information can be found here: https://help.cengage.com/mindtap/mt-instructor/common/accessibility.html VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility The above assistive technology built into our digital platforms is designed to support Florida students as they navigate through mathematics content. Designed for mathematics, MindTap offers functionality that caters to the content and the manner students best learn mathematics.

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

With MindTap, assignments can be printed by clicking Print Assignment at the top of the Assignment page. Using Print Assignment formats the assignment to remove buttons and line breaks, and often prints using less paper than just using Print on the Web browser. The eBook allows Florida students to print a select number of pages at once from an

integrated print button on the platform's tools. Additional information can be found here: https://help.cengage.com/mindtap/mt-instructor/common/accessibility.html		
Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Darline Valcin

Title: Financial Algebra Tax Update

Publisher: Cengage Learning

Author: Gerver/Sgroi

Copyright: 2021

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for Data and Financial Literacy

Bid ID: 444

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.	provides teachers with class discussion ideas, check your understanding questions Worked out problems provide students with explanations I am concerned with the standards that are not covered in this text. What supplements will be provided to teachers?

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	opportunities are given to interpret parts of the formulas that are being used
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	This standard is mostly covered in section 2.8 and 2.9 not as much in 2.10
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	not a lot of opportunities 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	2-6, 2-9, 2-10 no graphing opportunities
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	section 5-1 only has one question that address piecewise; 301 does not address piecewise
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	align
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	pg. 246 is in section 4 not 3
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	2 - Poor Alignment	students are not given the opportunity to determine numerical or categorical, whether

	different components and quantities in the display.		it is univariate or bivariate
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	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	align
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	align
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	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.	4 - Good Alignment	align
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.	1 - Very Poor/No Alignment	not present in text; will supplemental materials be provided to teachers?
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	not present in text; will supplemental materials be provided to teachers?

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.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	4 - Good Alignment	align
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	5 - Very Good Alignment	align
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	5 - Very Good Alignment	align
MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	5 - Very Good Alignment	align
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	5 - Very Good Alignment	align
MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	5 - Very Good Alignment	align
MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	5 - Very Good Alignment	align
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	align
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	align

MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	3 - Fair Alignment	These sections focus on consumer loans. I do not see where students are given the opportunity to compare cash to credit
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.	3 - Fair Alignment	2-3 is on savings account not debt
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.	4 - Good Alignment	align
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.	5 - Very Good Alignment	align
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	align
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.	5 - Very Good Alignment	align
MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	4 - Good Alignment	p. 120 is not align
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	5 - Very Good Alignment	align

MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	5 - Very Good Alignment	align
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	align
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	1 - Very Poor/No Alignment	pages are wrong. 10-5 starts on pg 642 not 659
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	align
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.	1 - Very Poor/No Alignment	not present in text; will supplemental materials be provided to teachers?
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1 - Very Poor/No Alignment	not present in text; will supplemental materials be provided to teachers?
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	5 - Very Good Alignment	aling

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

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

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	align
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	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	teacher will have to do some preteaching for some topics
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very 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.	5 - Very Good Alignment	align
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.	4 - Good Alignment	align
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	not present in text; will supplemental materials be provided to teachers?

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	not all standards are covered
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	align
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.	5 - Very Good Alignment	align
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	align

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

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	align
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	align
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	align
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	not all standards are covered in this book. I did not see any supplement materials

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	align
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	align
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	align
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	align
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	1 - Very Poor/No Alignment	pacing guide not provided

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	align
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	align

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

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	collaboration ideas are provided to increase discourse
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	align
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	align
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	collaboration ideas are provided to increase discourse
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	align
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	align

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

Reviewer's Name: Jesika Butler

Title: College Prep Algebra for Florida, Updated Edition

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for College Readiness

Bid ID: 445

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: Sam Jeanty

Title: College Prep Algebra for Florida, Updated Edition

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 2nd

Grade Level: 9-12

Course: 1200700 - Mathematics for College Algebra

Bid ID: 445

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Comprehensive WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm Comprehensive VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility National Geographic Learning, a part of Cengage, provides all print files to NIMAC. NIMAC provides student materials in large print, braille, and audio formats. To increase comprehension and engagement for visually impaired students, WebAssign and additional support websites provide video and audio support.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	
Background: High contrast color settings are available.	3 - Fair Alignment	was only able to change using night display. need more contrast features.
Text-to-speech tools.	5 - Very Good Alignment	

All images have alt tags.	2 - Poor Alignment	No alt tags found in images
All videos are captioned.	1 - Very Poor/No Alignment	no caption features for video
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Main content is not accessible to a screen reader or Braille Display because the main content is just an image.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how WebAssign and VitalSource address navigation elements for Florida students. WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
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.	2 - Poor Alignment	no menu items have keyboard shortcuts discovered
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Navigation of the table of contents is accessible, but the book is just an image and is not itself accessible.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Both the eBook in WebAssign and the VitalSource eBook provide highlighting in the standard colors. Highlighted text can be extracted via cut/paste. NoteTaking tools are available in the VitalSource eBook, but are enhanced even further*

within the WebAssign eBook and platform. These notes can be revisited and viewed by Florida teachers to enhance the learning experience and communication.

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	can send email to follow public highlight using a link.
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

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility The above assistive technology built into our digital platforms is designed to support Florida students as they navigate through mathematics content. Designed for mathematics, WebAssign offers functionality that caters to the content and the manner students best learn mathematics.

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

With WebAssign, assignments can be printed by clicking Print Assignment at the top of the Assignment page. Using Print Assignment formats the assignment to remove buttons and line breaks, and often prints using less paper than just using Print on the Web browser. The eBook allows Florida students to print a select number of pages at once from an

integrated print button on the platform's tools. Additional information can be found here: https://www.webassign.net/manual/student_guide/t_s_printing_assignments.htm

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Jacob Reed

Title: College Prep Algebra for Florida, Updated Edition

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 445

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I found this curriculum to meet the standards set by the state of Florida. I think that in several areas more vocabulary use would strengthen the effectiveness of the curriculum and provide students with a better vernacular to use when discussing mathematics. Also, the vocabulary would give the

	students a better foundation of what is going on in each section of the text.

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	Standard Aligned in multiple areas
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Standard aligned in multiple areas
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	3 - Fair Alignment	Standard should be aligned in multiple areas
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	Good use of pulling prerequisite knowledge
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	Multiple ways to demonstrate student knowledge
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	Real World Examples are Excellent
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Multiple Representations 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	Real World Examples are Excellent
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.	3 - Fair Alignment	MTR needs to be included with this alignment
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	Real World Examples are Excellent
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.	4 - Good Alignment	More examples needed of extraneous
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	Mathematical and real world included
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	Standard should be in multiple sections
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	Mathematical and real world included
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	Standard should be in multiple 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	Great real world examples
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	Good use of 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	Include more extraneous solution problems
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Needs to be linked to standard for graphing 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.	5 - Very Good Alignment	Aligned in multiple areas
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	Should included in sections involving linear and quadratics
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 rigor for the standard
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Aligned in multiple areas
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	Should be included in sections involving slope and graphing linear functions

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	Multiple sections for standard
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	3 - Fair Alignment	Should be included in sections involving graphing linear and quadratic functions
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.	3 - Fair Alignment	Should be included in sections involving graphing linear and quadratic 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.	3 - Fair Alignment	Should be included in sections involving graphing linear and quadratic functions
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.	3 - Fair Alignment	Should be included in sections involving graphing linear and quadratic functions
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	Should be included in sections involving graphing linear and quadratic functions
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Should be used in section 11.2 as well
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	should be used in 5.2 as well

MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	Stand alone standard
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	4 - Good Alignment	should be used in 5.2 as well
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	Standard linked with multiple other standards in the same section
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	Should be included in logarithm section due to creating equivalent expressions with properties of exponents
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Standard linked with multiple other standards in the same section
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 linked with multiple other standards in the same section
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 linked with multiple other standards in the same section
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	5 - Very Good Alignment	MTR Covered Throughout

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

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

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

ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	ELA Covered Effectively
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	ELA Covered Effectively
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	ELA Covered Effectively
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	ELA Covered Effectively
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	ELA Covered Effectively

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Content aligns well 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	Skill level and rigor are acceptable
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	More vocabulary should be included but this could be adapted by the teacher
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Real world examples are contained in each section
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Skill level and rigor are acceptable

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	Skill level and rigor are acceptable
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	Skill level and rigor are acceptable
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Information Cited Appropriately
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Content Quality Maintained
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Excellent 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	Presentation is Objective 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	More vocabulary should be included
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Minimal Mistakes made
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is Up-to-Date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	More vocabulary should be included
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	Real World Examples Included
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	ELA Standards Addressed, real world examples present
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 equivalent, 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	Negative Free
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Good Alignment Overall

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Minimal Extra Resources Needed
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.	5 - Very Good Alignment	Logical organization observed
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	More vocabulary needed for readability

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Chunking 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	Appropriate presentation
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	Attempts made at keeping learner motivation observed
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Chunking of material is appropriate
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clear
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Gradual Release Observed
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Visual learner supported, tactile learner supported
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Mental Engagement observed
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very 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.	4 - Good Alignment	Gradual Release of content observed for student success
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Effective
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment appropriate
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment appropriate
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Student needs would be met with this content
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	ELA 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
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Negative Free
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Negative Free
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Negative Free

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

Reviewer's Name: Virginia Snyder

Title: College Prep Algebra for Florida, Updated Edition

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 2nd

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 445

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Although all benchmarks are covered and it is possible to teach the course with the provided major tool, teacher's edition, and videos and data available at collegeprepalgebra.com, instructors would find it beneficial if their students had access to WebAssign as - per the publisher's video - there are many more resources available to aid students

	in mastery of the content. Instructors new to the course will be more comfortable if there are already resources such as presentations, guided notes, assignments, and assessments already available for them to use.

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	Clarification 1 met: quadratics in Ch 10
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Clarification met; shows multiple methods and examples to give students the best chance of success
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Multiple examples provided to students with opportunities for them to practice each method
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	Clarification met with connections to fractions and common denominators
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	All clarifications met
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 along with MA.912.AR.2.4

MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	No examples found given a table of values, may have been missed; includes standard form of parabolas, both vertical and horizontal
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Clarifications are met alongside MA.912.AR.3.7
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Met with multiple real-world 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.	4 - Good Alignment	Clarifications mostly met; set-builder notation not found and includes reference to even and odd functions
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	Met with examples of extraneous solutions included
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	Met with the exception of students being asked to write a function given a table of values
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	Met with the exception of students being ask to complete given a table of values and set-builder notation
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key	4 - Good Alignment	Clarifications met with the exception of set-builder notation

	features and determine constraints in terms of the context.		
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	Students are asked to create a table to graph a logarithmic function
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	Clarifications met with the exception of set-builder notation
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	Met with the inclusion of 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.	5 - Very Good Alignment	Met with the inclusion of extraneous solutions
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Clarification 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	Clarification met with real-world solutions
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	Set builder notation not included
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	Included in Appendices

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	Met with multiple real work 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	Clarifications met
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	Clarifications met
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	Clarifications met in Appecdices
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	Met in Appendices
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	Met in Appendices with the exception of using a table of values
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	Met in Appendices with the exception of using a table of values
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	Met in Appendices with the exception of using a table of values

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	Met with exception of set-builder notation
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Real-world examples included in practice problems
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Met alongside MA.912.F.3.4
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	Met alongside MA.912.F.3.4 and MA.912.F.3.5
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	Clarifications met
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Extensive practice opportunities
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Extensive practice opportunities
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	Met with examples and practice opportunities
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	Met alongside MA.912.NSO.1.6

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Multiple opportunities for students to persevere, including study tips to maintain a growth mindset
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • 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	Assessed throughout with multiple representations of various concepts
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	5 - Very Good Alignment	Multiple methods provided for various skills giving students flexibility to solve problems in a

	• 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.		way that they are most comfortable
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Included throughout: students encouraged to communicate mathematical ideas and analyze mistakes and common errors
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:	5 - Very Good Alignment	Addressed throughout major tool: students to create plans and procedures to solve problems

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

	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	Students continually asked to justify their reasoning
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Vocabulary builders and flashcards aid to student comprehension of grade level text
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students make connections and predictions based on previous knowledge and context clues
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 continuously asked to justify their reasoning
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Students are taught multiple procedures to master mathematical concepts
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language is used and encouraged throughout the text and justifications of student work
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	There is ELL support available for Spanish speaker through the online worked out solution videos (collegeprepalgebra.com) which are available in Spanish, however captions are only available in 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.	5 - Very Good Alignment	Benchmarks are aligned with few exceptions, but these can be supplemented with auxiliary materials or instructor intervention
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 skill level of Math for College Algebra
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Questionnaire states that PowerLecture slides (powerpoints) are available, however these were not accessible during review. The course is still teachable using only the major tool
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Major tool contains enough detail for students to grasp the significance of mathematical concepts and their applications
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity meets expected 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 meets student ability and grade level. Remediation provided in appendices for students needing extra support
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	Although there is no pacing guide provided, is it possible to block the material in the course of a year. Publisher indicated in the questionnaire that a pacing guide could be provided upon request.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Information is presented in an expert manner, and sources are 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	Other than the Teacher's Edition, and resources at collegeprepalgebra.com, no other resources were available for review, however materials available for review contains quality content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were noticed upon review
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Material is free of bias and contradictions and is noninflammatory in natrure
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 of material is representative of Mathematics for College Algebra expectations
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes or inconsistencies were found upon review
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up to date, with sources cited on real world data
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is appropriate and relevant to the curriculum
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is relevant for the intended 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 applications are included and indexed for easy reference

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Real-world applications are included and indexed for easy reference
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation is 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	No inappropriate portrayals were found
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 is covered in the review material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Targeted learning outcomes are met. Publisher questionnaire mentions additional resources available that were not accessible for review (Webassign, PowerLecture Slides)
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Components align to the curriculum
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is presented in a logical manner
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Audio and visual aids are available for students to make understanding the material more attainable

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	Although there is no pacing guide provided, is it possible to block the material in the course of a year. Publisher indicated in the questionnaire that a pacing guide could be provided upon request.
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 are able to adjust the page size and day/night mode. Page reader is also 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).	5 - Very Good Alignment	Submitted materials satisfy PRESENTATION requirements, though access to PowerLecture Slides would be a great asset to teachers new to the course

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	With various methods, and questions scattered amongst the examples, are designed to keep students engaged
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Bid Ideas are taught throughout the major tool
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Course standards and learning objectives are listed at the beginning of each section
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Examples are designed with gradual release, helping students become masters of the material
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	According to the publisher's video, WebAssign allows teachers to use predesigned

		materials or edit them to their own needs 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	With various methods, and questions scattered amongst the examples, are designed to keep students engaged
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	With various methods, and questions scattered amongst the examples, are designed to keep students engaged
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	With various methods, and questions scattered amongst the examples, are designed to keep students engaged
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	With various methods, and questions scattered amongst the examples, are designed to keep students engaged
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	According to the publisher's video, WebAssign allows teachers to use predesigned materials or edit them to their own needs for differentiation
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	According to the publisher's video, WebAssign allows teachers to use predesigned materials or edit them to their own needs for differentiation
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Students are able to adjust the page size and day/night mode. Page reader is also available
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 major tool

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	All requirements met

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

Reviewer's Name: Jesika Butler

Title: College Algebra

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 11th

Grade Level: 9-12

Course: Mathematics for College Readiness

Bid ID: 446

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

Reviewer's Name: Wendy Carden

Title: College Algebra

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 11th

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 446

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 very good college algebra text. There are a couple of topics that would need to be supplemented, for example domain and range. They are addressed, but need further discussion. The text is easy to search by page numbers, but there seems to be no index, and so searching for a particular topic is difficult.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	3 - Fair Alignment	The topics of volume, surface area, perimeter, interest are covered. However, linear and quadratic functions are not covered sufficiently.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	All parts of the standard are met with numerous examples/ problems.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	All parts of the standard are met with numerous examples/ problems.
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	All parts of the standard are met with numerous examples/ problems.
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	The intercepts and slope are well addressed. There is a discussion of domain and range. However, set notation is lacking, and there is not enough presentation of interval notation. They generally say "all real numbers".
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	There are many real-world examples/problems.

	determine constraints in terms of the context.		The characteristics are discussed. However, the domain and range (and notations) are not sufficiently addressed.
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	All of the characteristics, except domain and range, are addressed.
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 numerous real-world examples presented. The constraints are not as readily addressed.
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	There are numerous absolute value inequality problems presented.
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 only a couple of absolute absolute value problems, and domain, range, increasing, and decreasing intervals are not addressed fully.
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 are many exponential and logarithmic problems. Their solutions are all checked.
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	There are numerous examples where students write the exponential equation from the graph.

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	There are several examples that meet 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.	5 - Very Good Alignment	There are several examples that meet this benchmark.
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	There are several examples that meet this 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.	5 - Very Good Alignment	There are several examples that meet this benchmark.
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	There are numerous radical equation examples/problems. All ask for an extraneous solution check.
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	There are numerous rational equation examples/problems. All ask for an extraneous solution check.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	There are numerous examples/problems of linear inequalities, including many variations.
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	There are many linear equality and inequality applications presented.

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	There are many piecewise functions presented. However, the domain and range are not addressed.
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	There are many problems where students graph and describe the function given an equation.
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	There are many evaluation of function 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	There are many examples/problems where students evaluate and interoperate the solutions.
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	The characteristics of equations/graphs are compared.
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Transformations are 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	Multiple transformations are clearly 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.	2 - Poor Alignment	There are a couple of graphs where the equation has to be written, but k is not

			addressed specifically.
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	There are a couple of graphs where the equation has to be written given the graph.
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	There are numerous examples that satisfies this benchmark.
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	There are numerous examples that satisfies this benchmark. Domains are addressed.
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	There are numerous examples/problems of composition of functions.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	The inverses are well addressed.
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	Composition is used to verify the inverse, but it is not so clearly addressed for exp/log functions.
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	The Laws of exponents are well covered, including rational exponents.

MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	The Laws of exponents are well covered, including rational exponents.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	The Laws of exponents are well covered, including rational exponents.
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	The properties of logs are well covered.
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	The properties of logs are well covered.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The problems presented will encourage students to persevere, and learn to analyze problems.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	5 - Very Good Alignment	The activities are reasonably challenging. Students should expand on their skills.

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

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Many real world problems are presented.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	3 - Fair Alignment	Solutions are questioned, but the teacher would need to really reinforce this concept.

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	There are many varied real world examples.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students would need to bring in previous skills and reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text is written on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Chapter and section titles lead students to the topics covered.
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 many real world problems/examples would lend to great conversations about the material.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Appropriate formatting is encouraged to solve the problems.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	The appropriate tone is used. It is professional.
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	There is no formal ELL Support in this edition of College Algebra.

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	There are only a few topics that are not adequately covered.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The text is written at an appropriate skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The material lends to great classroom presentation.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Many algebraic and real world examples are presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity is reasonable.
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 is reasonable.
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 required time period is reasonable.
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	Cited sources are sufficient.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The quality of the content is reasonable.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No typographical errors were noted. However, every page was not read.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The material was 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	The material is representative.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The material review was accurate. However, every page was not read.
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 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	The material is appropriate.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	There are many real world examples.
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 numerous real world examples. However, there could be closer connections to other disciplines like chemistry.
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 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 injustices were noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The material addressed the standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	I do not think the teacher would need to prepare a lot of additional content.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	It aligns.
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 text is 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	The material 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	The content is well 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	The materials seem to align with UDL standards.
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 is good.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The materials encourage motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The text is grouped into major topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The text 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.	5 - Very Good Alignment	The materials support individual learning.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The main topics are presented in different ways.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The material does not engage the learner physically.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The activities are logical extensions of the material 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	The materials contain strategies know to be successful.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The methods are effective in teaching the identified outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The assessments correlate to the learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	5 - Very Good Alignment	The assessments correlate to the learning outcomes.

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The materials consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Yes, I observed the 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	Yes, the learning requirements are 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	I observed no 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 observed no culturally responsive teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I observed no social justice teaching.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	I observed no examples of SEL.

Reviewer's Name: Elisa Greco

Title: College Algebra

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 11th

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 446

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 aligns faiirly well with the Florida standards given it is a National standards textbook. At the college prep level, it is very robust. It covers all advanced topics thoroughly with many practice problems and RW connections. Since it is not a Florida standards book, there are a few missing parts of a couple of standards. The text does not

	address key features of linear and quadratic functions well and that will need to be supplemented to cover the entire Florida standard. Second, it does not have a separate section for absolute value equations. They can be found in the text in other sections but with very few practice problems. Overall, it is well written with great descriptions and clear concise notes. It should definitely be used for college prep since each section has RW practice and modeling.. If offers multiple ways to solve problems and allows for students to be independent learners. It gives a variety of practice types to buidl fluency and comprehension. Its a good college prep text.

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	Has a literal section, many RW throughout text
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Includes applications and RW practice
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Covers all division and remainder
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	Complete section on rationals
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	Missing some key features for linear functions and interval notation
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and	3 - Fair Alignment	Missing key features in RW problems

	determine constraints in terms of the context.		
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Covering most features but not all
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	RW problems do not cover all key features
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 section
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Not a dedicated section. Practice in other sections and topics
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	Interpretation found in RW applications
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 on growth and decay
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	Missing exploration on some key features
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features	4 - Good Alignment	Good financial examples but missing on some key feature analysis

	and determine constraints in terms of the context.		
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	Covers all log features
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	covers allmlog features
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 section on radicals
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	Covered but only some practice
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Thorough section on systems
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	thorough RW practice
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	Piecewise covered section focus on step functions
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	Thorough function definition covered

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	Many RW examples and practice
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	Many RW examplss and practice
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	Missing some key feature comparisons
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	Thorough transformation sections
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 transformation sections
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 transformation sections
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	Thorough transformation sections
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 transformation sections

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	Arithmetic operation completely 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	Composition of functions completely covered
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Inverse functions are completely covered
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	Inverse functions are completely covered
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	Exponent rules covered
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Exponent rules are covered
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Radicals and rationale are covered well
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Log sections are thorough with RW
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	Log sections are thorough with RW

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

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

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

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Focus on explaining reasoning and methods
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	text is grade-level
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Application in all sections
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Collaboration a focus
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	format well done
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	written well
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	No ELL support

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Covers most standards missing a few key features

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 a high level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Can be used as main text
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	methods used are in detail
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Written at a high level
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	It is written at level of college prep
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	Can be taught in timeframe
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	quality content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	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	Uses current theories

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	current
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 relevant content
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	Many RW examples and practice
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Many RW connections
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No bias
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
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	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	Need linear key feature support and more absolute value practice

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Teacher Edition details support and problem answers
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 chapters are needed for course
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	At college prep 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	At High level will need to chunk 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	There is some solution 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	overall written at a high level will need to breakdown sections and skip some nothing course

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are good RW connections and some solution support
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Many big ideas, some sections will need to be chunked
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The information is clear and easy to follow

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Focus on skill and RW practice to learn independently
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	It addresses visual learners and only hands-on with the technology examples
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Students are very active with the complex tasks and problems
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 section has a higher order extension question
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	Each topic covers multiple ways of presenting material
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 with concise examples and solution support
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Practice assessments are aligned to the material
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Practice assessments are aligned to the material
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are different ways to solve offered, just not with many other activites or mateirals
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 MTR and ELA standards are addressed with the focus on independent practice and complex tasks

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Learning is stressed at the higher level with the complex tasks and RW connectionsW co

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

UDL Reviewer's Name: Sam Jeanty

Title: College Algebra

Publisher: Cengage Learning

Author: Larson

Copyright: 2022

Edition: 11th

Grade Level: 9-12

Course: 1200700 - Mathematics for College Algebra

Bid ID: 446

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Comprehensive WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm Comprehensive VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility National Geographic Learning, a part of Cengage, provides all print files to NIMAC. NIMAC provides student materials in large print, braille, and audio formats. To increase comprehension and engagement for visually impaired students, WebAssign and additional support websites provide video and audio support.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	
Background: High contrast color settings are available.	3 - Fair Alignment	was only able to change using night display. need more contrast features.
Text-to-speech tools.	5 - Very Good Alignment	

All images have alt tags.	2 - Poor Alignment	No alt tags found in images
All videos are captioned.	1 - Very Poor/No Alignment	no caption features for video
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The highlight feature doesn't work when you highlight an entire paragraph

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how WebAssign and VitalSource address navigation elements for Florida students. WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
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.	2 - Poor Alignment	no menu items have keyboard shortcuts discovered
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Main content is not accessible to a screen reader or Braille Display because the main content is just an image.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Both the eBook in WebAssign and the VitalSource eBook provide highlighting in the standard colors. Highlighted text can be extracted via cut/paste. NoteTaking tools are available in the VitalSource eBook, but are enhanced even further*

within the MIndTap eBook and platform. These notes can be revisited and viewed by Florida teachers to enhance the learning experience and communication.

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

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility The above assistive technology built into our digital platforms is designed to support Florida students as they navigate through mathematics content. Designed for mathematics, WebAssign offers functionality that caters to the content and the manner students best learn mathematics.

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

With WebAssign, assignments can be printed by clicking Print Assignment at the top of the Assignment page. Using Print Assignment formats the assignment to remove buttons and line breaks, and often prints using less paper than just using Print on the Web browser. The eBook allows Florida students to print a select number of pages at once from an

integrated print button on the platform's tools. Additional information can be found here: https://www.webassign.net/manual/student_guide/t_s_printing_assignments.htm

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Jesika Butler

Title: Precalculus with Limits

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2022

Edition: 5th

Grade Level: 9-12

Course: Pre-Calculus Honors

Bid ID: 447

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. Excellent accessibility for ELL students with English & Spanish audio-video solutions. Historical notes are engaging and relevant.

Reviewer's Name: William Igar

Title: Precalculus with Limits

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2022

Edition: 5th

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 447

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 book is an excellent textbook for a classroom. The standards are, for the most part, covered thoroughly. There are a lot of example and practice problems, along with applications and tricky word problems. There is plenty to learn and plenty to be challenged on. But my one criticism is that each section is so cookie cutter. Every application is in

	every other textbook. Before I even looked at the word problems, I usually guessed what they would be about. This is basically the same textbook that I learned the material with back in 2000. Exponential growth for population growth, radioactive decay, and compound interest. Parabolas for satellite dishes, etc. I just feel like there is a lack in creativity and more just doing what has always been done before. However, there are those extra resources with the projects online that may provide a remedy to this problem, if the teacher has the time to incorporate those into the classroom. Overall, this book will get the job done. But a lot of the topics are played out, in my opinion.

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	great problems and great graphs and explanations. compound interest and radioactive decay are very common
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	Nice explanations, graphs, and practice problems. I love the human memory model
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Theorems are good - a lot of focus on Fundamental Thm of Algebra which I like. The applications are well done too.
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.	2 - Poor Alignment	Great job on the equation part. But there are not example or exercise problems

			where an equation or written description is given.
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 love the box problem and the growth of the tree problem.
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.	3 - Fair Alignment	I like the force of water against the dam problem. Also, I like 1.6 which touches on a multitude of functions, including the radical function. But there wasn't anything on the constraints of the radical function in terms of the context of an application
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	I like the minimum area with the graphing calculator along with the population model.
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 the supply/demand and the wind energy problem.
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	I love the mortgage example - turns from linear to quadratic
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	covered well and in detail

MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	nice work. I like how it points out that 1, 4, 9 is not geometric series.
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	I like the story of Gauss about how he came up with that formula as well.
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	I love the compound interest example
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	Great examples and problems about writing sequence. But they don't use function notation. They use a sub n.
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	lots of examples of this for point and function. well done.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	lots of great comparisons with tables, graphs, translations, written descriptions
MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	4 - Good Alignment	lots of mathematical context for this. But not too many real world problems
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	covered thoroughly

MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	awesome problem with bacteria in and out of the fridge
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	I like finding the inverse and verifying it is the inverse using a composition
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	5 - Very Good Alignment	Nice work. And the classic example is sine. Nice work.
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	I love the diesel train example and explaining the variables
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	Nice graphs of each
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	nice mathematical context, but no real-world contexts
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 graphing and no solving problems with 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	Great examples and great applications.
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	I love the satellite dish application of parabolas.
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	a lot of deriving equation examples and problems

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	great problems. I love elliptical orbits
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	a lot of great problems. I like seeing the different orbits for the different conics.
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	great applications. I really like the different kinds of orbits.
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	Addition, subtraction and conjugation are represented on the complex plane and multiplication is in the next section.
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	covered well. nice examples and diagrams
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	Great problems with vectors, ships, etc.
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	2 - Poor Alignment	The complex numbers are done well in rectangular form but not in polar form.,
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Great problems, great diagrams, great examples
MA.912.NSO.3.1	Apply appropriate notation and symbols to represent vectors in the plane as directed	5 - Very Good Alignment	covered very well. Great teaching of vectors

	line segments. Determine the magnitude and direction of a vector in component form.		
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	excellent job showing all the different forms
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 job with velocities of planes and showing weight of a trailer on a boat ramp.
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	well done. I love all the physics applications
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	great examples with graphs and diagrams and shown analytically
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Well done. Great job with bolding all the vectors needed.
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	a lot of examples. I like the force problems. It is well done.
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	Nice coverage of this topic
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 coverage of these topics
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	Nice work making sure to identify what case you have before solving.

MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	great job verifying. I have never seen graphs and tables when working with identities. very creative.
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.	4 - Good Alignment	A lot of great applications. But I didn't see very many proofs ostuetn.
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Nice work on this standard.
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	very important topic covered well
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	Nice job here. Covered thoroughly
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	I love the harmonic motion problem.
MA.912.T.2.3	Determine the values of the six basic trigonometric functions for 0,  ,  and  and their multiples using special triangles.	5 - Very Good Alignment	covered well
MA.912.T.2.4	Use the unit circle to express the values of sine, cosine and tangent for π-*x*, π+*x*, and 2π-*x* in terms of their values for *x*, where *x* is any real number.	3 - Fair Alignment	There is a little bit of this. But I didn't see it covered in detail.

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	covered very well. very important topic
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	They have a great example of this - starting with a table - about tides.
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	lots of graphing - great job. I like how we see different graphs with different features on the same coordinate grid.
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 problems and great examples.
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	There was examples and practice problems of converting without a graphing calculator. But with a graphing calculator, they only have practice problems.
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	Great coverage for this.
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	I like all the example problems

MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Nice showing all those special graphs.
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	Nice job. I like seeing the direction of motion.
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	great work on this topics
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	I love the problems of the football and baseball - matching student interests - nice
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Great analysis and great way to solve the problem
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	5 - Very Good Alignment	They do a great job of having a lot of graphs and tables to show the problem

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

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

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Great application examples and problems
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Great job justifying their reasoning
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Great text - on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Great inferences and testing those inferences to help scaffold understanding
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	They have good projects on the website for collaboration
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Great job on this

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Excellent tone in this 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	A lot of graphs and tables to help ELL learners

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Text does a great job of aligning with the curriculum
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	Definitely written to the right skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very useful for classroom instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Very good details
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity is at the right level
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Correct - matches students ability
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	yes - set up to scaffold to students in appropriate time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Yes - excellent 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	Yes great quality
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	yes, very 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	No bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes - prevailing theories 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	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	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.	2 - Poor Alignment	Word problems are mathematically great. But they are not relevant to the students.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	2 - Poor Alignment	Again, great problems. But not relevant to students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	Again, great problems. But not relevant to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Some connections to science. But no connections to art, history, etc
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	2 - Poor Alignment	doesn't really portray different cultures - just problems that need to be solved

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 all 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	Benchmarks and standards covered very 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	Great comprehensiveness
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Great alighnment
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.	3 - Fair Alignment	Great information. But not very engaging to students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Great pacing
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Great assistance
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	Great presentation - could be made more interesting to students though.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	not very many materials to help motivate
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Great job focusing on graphs, tables, and equations.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	very clear examples and a lot of good diagrams
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Great guidance.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	A lot of diagrams and tables to help understand the material
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	1 - Very Poor/No Alignment	Not engaging to 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	Good extra activities on the website. But I feel like there can be better problems to engage students
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Great strategies and procedures and a lot of awesome diagrams
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Good strategies. But I feel like the word problems can be a little more interesting
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Yes, problems match the content
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	5 - Very Good Alignment	Great assessments

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Great extra activities
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations met 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	yes, there will be some great learning with this textbook

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

UDL Reviewer's Name: Sam Jeanty

Title: Precalculus with Limits

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2022

Edition: 5th

Grade Level: 9-12

Course: 1202340 - Precalculus Honors

Bid ID: 447

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

Bid Response

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Comprehensive WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm Comprehensive VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility National Geographic Learning, a part of Cengage, provides all print files to NIMAC. NIMAC provides student materials in large print, braille, and audio formats. To increase comprehension and engagement for visually impaired students, WebAssign and additional support websites provide video and audio support.

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	
Background: High contrast color settings are available.	3 - Fair Alignment	was only able to change using night display. need more contrast features.
Text-to-speech tools.	5 - Very Good Alignment	

All images have alt tags.	2 - Poor Alignment	No alt tags found in images
All videos are captioned.	1 - Very Poor/No Alignment	no caption features for video
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The highlight feature doesn't work when you highlight an entire paragraph

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how WebAssign and VitalSource address navigation elements for Florida students. WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
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.	2 - Poor Alignment	no menu items have keyboard shortcuts discovered
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the potentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Both the eBook in WebAssign and the VitalSource eBook provide highlighting in the standard colors. Highlighted text can be extracted via cut/paste. NoteTaking tools are available in the VitalSource eBook, but are enhanced even further*

within the WebAssign eBook and platform. These notes can be revisited and viewed by Florida teachers to enhance the learning experience and communication.

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	can send email to follow public highlight using a link.
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

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility The above assistive technology built into our digital platforms is designed to support Florida students as they navigate through mathematics content. Designed for mathematics, WebAssign offers functionality that caters to the content and the manner students best learn mathematics.

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

With WebAssign, assignments can be printed by clicking Print Assignment at the top of the Assignment page. Using Print Assignment formats the assignment to remove buttons and line breaks, and often prints using less paper than just using Print on the Web browser. The eBook allows Florida students to print a select number of pages at once from an

integrated print button on the platform's tools. Additional information can be found here: https://www.webassign.net/manual/student_guide/t_s_printing_assignments.htm

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Virginia Virgona

Title: Precalculus with Limits

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2022

Edition: 5th

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 447

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The materials are well presented and aligned for BEST standards. They also cover the material in a way that makes it appropriate for the level of the course and would be a good resource for teachers of the Pre Calculus course. The basic skills are covered well with many diagrams, charts and summary tables to help students organize new knowledge.

	There are sufficient real world examples to show the application of the material to students. There are many extra examples, suggestions for reaching various populations of students and warnings regarding common difficulties students encounter with the material. Overall it is a good program for use in the Pre Calculus classes.

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	A good basic explanation of the graphs and then an extensive number of real world examples both in the text and exercises.
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	A good basic explanation of the graphs and then an extensive number of real world examples both in the text and exercises.
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Very good coverage of the theorems used in solving 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	Very nice step by step instruction in graphing polynomials
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	Both solving and graphing are well explained with great examples and exercises.

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	The topic is covered in conjunction with all the basic functions.
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	Covers topic well and has a great summary off the steps needed for graphing.
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	Very thorough coverage
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	Topic is addressed but not exhaustively
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Covered well with many real world application problems
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Covered well with many real world application problems
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	Covered well with many real world application problems
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 well with many real world application problems
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	A few examples and problems

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	Covered throughout text
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	A good variety of functions used in examples and excercises
MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	4 - Good Alignment	Good coverage of mathematical applications but not much real world
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	Well covered with many examples and exercises
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	Well covered with many examples and exercises
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 represented
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	3 - Fair Alignment	covered only in exercises. Limited explanation in text.
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	4 - Good Alignment	A few exercises.
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	Good visuals
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	Good mathematical explanation, no real world

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	Good mathematical explanation, no real world
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	Covered well with good visuals and applications
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	Covered well with good visuals and applications
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	Covered well with good visuals and applications
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	Covered well with good visuals and applications
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	Covered well with good visuals and applications
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	Covered well with good visuals and applications
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	Good coverage with good explanations
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	Good coverage with good explanations

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	Covered well
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	Good examples and applications
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Good step by step instruction
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 coverage of vectors with plenty of examples
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 coverage of vectors with plenty of examples
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 coverage of vectors with plenty of examples
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 coverage of vectors with plenty of examples
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Good coverage of vectors with plenty of examples
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Good coverage of vectors with plenty of examples
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Good coverage of vectors with plenty of examples
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 coverage of vectors with plenty of examples

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 explanations and examples. Nice coverage off ambiguous case
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 diagrams and explanation as well as numerous real world applications
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Good explanations and many examples
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	Good explanations and many examples
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Good explanations and many examples
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Well represented
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 explanation and examples
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	good explanation, examples and teaching suggestions
MA.912.T.2.3	Determine the values of the six basic trigonometric functions for 0,  ,  and  and their multiples using special triangles.	5 - Very Good Alignment	Well explained with good diagrams

MA.912.T.2.4	Use the unit circle to express the values of sine, cosine and tangent for π-*x*, π+*x*, and 2π-*x* in terms of their values for *x*, where *x* is any real number.	5 - Very Good Alignment	good explanation, examples and teaching suggestions
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 explanations of methods and connections
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	Good coverage of examples
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	Good explanations of graph 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.	4 - Good Alignment	Good coverage of examples
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	Explained well and lots of examples
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	Explained well and lots of examples
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	Explained well and lots of examples
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Explained well and lots of examples

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	Explained well and lots of examples
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	Explained well and lots of examples
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	4 - Good Alignment	Good explanations
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Well represented throughout materials
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	Well represented throughout materials

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Well represented throughout materials
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	4 - Good Alignment	Covered throughout materials

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

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Well represented throughout materials
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Covered throughout materials
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Well represented throughout materials
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Covered throughout materials
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Covered throughout materials
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Well represented throughout materials
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Covered throughout materials
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	Covered throughout materials

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The material is appropriate for the students in this course
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The material is appropriate for the students in this course
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Teacher materials provide many suggestions for instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The material is appropriate for the students in this course
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The material is appropriate for the students in this course
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 is presented in a manner that matches the time needed for instruction
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The content is developed by experts in field
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The content is developed by experts in field
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	appears well edited
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 problems 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	appears well edited
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	appears well edited
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	appears well edited
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	Many varied connections to peak a wide variety of interests
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Many varied connections to peak a wide variety of interests
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Many varied connections to peak a wide variety of interests
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Many varied connections to peak a wide variety of interests
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No problems 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 problems noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	All well covered in materials

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Comprehensive 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 are 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 organized for teacher and student use
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 material is appropriate for the students in this course
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Material is presented as expected for course
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Per UDL questionnaire there are many supports for students with disabilities
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Very well

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The materials are pleasant to look at and make material accessible
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Ideas are presented as expected for this level of content

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Good explanations with many tables and charts of summaries that help synthesize the 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	Very well aligned
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Many suggestions are made to help varies learning modalities
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Many suggestions are made to help varies learning modalities
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The exercise's are logical extensions not sure about activities
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Many suggestions throughout teacher materials
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Many suggestions throughout teacher materials
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Very well aligned
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Very well aligned
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Many suggestions are made to help varies learning needs
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	Covers standards very well

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	Satisfies 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	No problems noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No problems noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No problems noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No problems noted

Reviewer's Name: Makeda Brome

Title: Precalculus with Limits: A Graphing Approach

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2020

Edition: 8th

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 448

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 would highly recommend this text for PreCalculus. While there are some elements that are weaknesses (engaging students with the text and motivating learners), the book appropriately addresses the BEST standards for PreCalculus Honors. The class is a rigorous one and is more college level than high school level. The number of materials (print and

	digital) that students and teachers are offered is really what makes this text worthwhile. Students who are struggling have access to the online platform in addition to CalcChat which lets students see the problems worked out. Teachers also do not have to look other places for materials. All of the materials they need to support the teaching of the course are available to them either in the print text or the digital materials.

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	Sections 3.1, 3.5, and 3.6 cover the standard fully. Exponential problems are not just shown or worked out algebraically, they are modeled thorough graphing and the graphing calculator. The chapter also builds from students graphing real world exponential functions to them looking at a model and working out what function models the data. Lastly, real world examples are evident throughout the lesson and examples, not just in the homework/practice questions.
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 3.2, 3.5, and 3.6 cover the standard fully. Logarithmic function problems are not just shown or worked out

			algebraically, they are modeled thorough graphing and the graphing calculator. The chapter also builds from students graphing real world exponential functions to them looking at a model and working out what function models the data. Lastly, real world examples are evident throughout the lesson and examples, not just in the homework/practice questions.
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	The sections identified cover the standard to its full extent.
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent

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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	The sections identified cover the standard to its full extent

MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent

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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	The sections identified cover the standard to its full extent

MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent

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	The sections identified cover the standard to its full extent
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.T.2.3	Determine the values of the six basic trigonometric functions for 0,  ,  and  and their multiples using special triangles.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.T.2.4	Use the unit circle to express the values of sine, cosine and tangent for π-*x*, π+*x*, and 2π-*x* in terms of their values for *x*, where *x* is any real number.	5 - Very Good Alignment	The sections identified cover the standard to its full extent

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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
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	The sections identified cover the standard to its full extent

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	The sections identified cover the standard to its full extent
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	The sections identified cover the standard to its full extent
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned to the Standards for mathematical practices, so that would need to be changed for adoption.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	4 - Good Alignment	The standard is addressed throughout the identified sections. The book is still aligned

	Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		to the Standards for mathematical practices, so that would need to be changed for adoption.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This standard is in the identified sections, but is also seen throughout all Sections. Each section has questions/problems in which students can justify their reasoning
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Questions written throughout the sections identified are grade-level and complex. Marked as Good rather than Very Good because at times it does read like a college level math textbook
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Questions are posed in sections that challenge students to think about questions or the effects of a problem in a real life context. It is not explicit or highlighted as such, but the questions are throughout sections

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 offers questions that can be used for collaboration and discussions, but they are not explicitly outlined or identified as collaborative/discussion questions
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	The text allows for many worked examples/exemplars so students can see the skills in action that they have learned. This happens all throughout the text
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	The voice and tone of text are good, not very good. Again, at times it is written more like a college text rather than for high school
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 has supports for ELL but not the actual text, no other language dictionary, the online version is in English and Spanish only.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum aligns with the state standards and benchmarks. Only recommendation is to move from Standards for Mathematical Practices to the MTRs

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Content is written to the correct skill level of PreCalc Honors
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials are adaptable for classroom instruction. Whatever is lacking in the book is available in a variety of online resources
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Pacing is outlined by the Textbook Company and pacing is good for all material to be covered
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Treatment of content matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Text for the most part matches students abilities and grade level, some reading/text seems to match precalc college level texts
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	Book give good pacing guide, could be better worked to fit FL testing calendars and average days that students are in school
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Experts are cited and have the expertise to support the text
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Primary and Secondary Resources (especially the online resources) contribute to the quality of the content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	content presented accurately

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	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 represents PreCalc content well
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	material is accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Topics are recent until 2018. Could be more up to date to match the world we live in now
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 the indicator
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 to learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	connections to real life are meant to 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	Book does a good job with making connections with a real world context
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation is evident in pictures and worked examples
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 portrayal of humans and animals

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Online and hard copy resources are comprehensive. The use of CalcChat.com is also an additional tool for students. Teacher resources online are comprehensive and there is little teachers need to find outside of the textbook materials
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Major tool and curriculum align with each other
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is organized well for the PreCalculus Honors Course.
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	Instructional Materials are readable. Again, some of the text reads like college level so some students may struggle more than others.
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 well designed. Book offers a pacing guide for teachers also
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Assistive supports are available 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	The textbook/resources satisfy the presentation requirements

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	The book does a fair job with trying to have content that is relevant to students to engage them, but its is not evident throughout all sections. The real world examples are "real world" but they are not enough to keep the learner motivated
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The textbook is outlined and sectioned in a way that appropriately chunks learning
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	the Materials contain learning goals for each section and outlines what students should be able to 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	Each section is scaffolded in a way to support students and also make them independent learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The online/digital resources allow for different learning styles and different pacing of learning for students
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The Student Edition is engaging but not the most engaging text
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials/sections are organized in a cohesive manner that addresses the goals of the content

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are worked examples throughout each section, additionally, the digital materials have additional strategies for teachers
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The instructional strategies are provided for teachers, in addition problems as much as possible are solved multiple ways (i.e. algebraically, graphically) so students can have a full understanding of what the solutions mean
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Multiple assessment opportunities are offered. A test bank comes with the materials. In addition, the online platform for students allows them to be assessed 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.	5 - Very Good Alignment	Multiple was of assessing students are available via the print text and online materials
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	The materials are great for on-level students, but there is not an abundance of materials that considers the needs of ELL and ESE students
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	The text meets the application of the ELA and MTR standards, the text still uses Standards for Mathematical Practices so MTR would need to be incorporated
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission satisfies 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	there is 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	there is no evidence of culturally responsive teaching in the materials
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	there is no evidence of social justice 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	the materials do not solicit SEL and strategies outside scope of subject-area standards

Reviewer's Name: Jesika Butler

Title: Precalculus with Limits: A Graphing Approach

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2020

Edition: 8th

Grade Level: 9-12

Course: Pre-Calculus Honors

Bid ID: 448

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 material referenced within the resource.

Reviewer's Name: Elisa Greco

Title: Precalculus with Limits: A Graphing Approach

Publisher: Cengage Learning

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Edition: 8th

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Course: Precalculus Honors

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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?	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 Cengage Precalculus book is a National book but most of its material is correlated to the Florida Standards. A teacher will need to supplement the book when teaching the radicals,and piecewise functions. The material is written at a precalculus level and offers many opportunities for RW problems and make connections with other areas.

	The description of concepts are clear and concise and all problems are worked out in a solution manual in print and in video form in both English and Spanish. This text has been upgraded to include QR codes where students can instantly see the steps of the textbook problems. The teacher edition has teaching strategies, error analysis and a few differentiated instruction. There are good companion resources for the teachers with powerpoint lessons, note-taking guide and video and written solution guides as well as adaptive assessments. Overall, it is a good program for the precalculus course and can help students be challenged and learn the higher order skills of the course.

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	Exponential functions and key features are covered, growth and decay in detail
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	Most key features are practiced
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	All theorems are shown including division
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	Most key features, just not symmetry

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	Many modeling questions
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.	2 - Poor Alignment	a couple of questions, not any explanantion
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	All graphing features practiced
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	Systems covered 2 by 2 and 3 by 3
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	Not given a section, just a few questions
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Arithmetic sequences all covered
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Geometric sequences all covered
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	Arithmetic series all covered
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	Geometric series all covered

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	Sequence coverage complete
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	Some good practice with RW as well
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Most features compared between linear and quadratics
MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	All arthmetic operations 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.	4 - Good Alignment	Composition covered, except for range
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	Math and RW composite functions covered
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	Inverses with composition covered
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	5 - Very Good Alignment	inverses covered
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	inverses covered
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	Conics covered

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	Circles covered, with RW
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	Circles covered
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	Parabolas covered, with RW
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	Parabolas covered
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	Ellipses covered, with RW
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	Ellipses covered
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	Hyperbolas covered, with RW
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	Hyperbolas covered
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	All complex plane operations covered

MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	distance and midpoint 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	Complex covered both by algebra and graphing
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	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	trig forms covered
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	vectors covered thoroughly
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	vectors covered thoroughly
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	vectors covered thoroughly
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	vectors covered thoroughly
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	vectors covered thoroughly
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	vectors covered thoroughly
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	vectors covered thoroughly

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	vectors covered thoroughly
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	LOS and LOC covered
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	Trig Area covered
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Trig Identitites covered
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	Trig formulas covered
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Trig Identitites covered
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Solving trig ratios covered
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	Radians covered
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	basic trig covered
MA.912.T.2.3	Determine the values of the six basic trigonometric functions for 0,  ,	5 - Very Good Alignment	basic trig covered

	 and  and their multiples using special triangles.		
MA.912.T.2.4	Use the unit circle to express the values of sine, cosine and tangent for π-*x*, π+*x*, and 2π-*x* in terms of their values for *x*, where *x* is any real number.	5 - Very Good Alignment	Unit circle covered
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	Unit circle covered
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	Graphing covered, except midline and frequency
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	Graphing covered, except midline and frequency
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	Many RW trig examples
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	polar and rectangular form covered
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	Graphing covered, except midline and frequency
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	polar equations covered

MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Graphing covered, except midline and frequency
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	Parametrics covered
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	Parametrics covered
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	Parametrics covered
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Many critical thinking questions, leading t increased growth
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	4 - Good Alignment	Many questions using modeling, not really any manipulatives

	• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Accuracy is stressed, primary methods discussed, not really much reflection
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	5 - Very Good Alignment	Error analysis, vocab and discussions

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

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Many RW problems throughout
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	justification on some questions
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text is at grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	inferrence found in some 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	Some collaborative questions
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

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	Some solutions 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.	4 - Good Alignment	Most standards are covered, a few functions will need supplement
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 full level of standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Well 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	Good description of topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	complexity matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	complexity matches student ability
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	content can be done in expected time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	expert sources
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	quality expert sources

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	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	current theories
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current 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	Good RW connections based on curriculum
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	Good RW connections based on curriculum
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	mainly finance and science
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Fair protrayal
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	fair portrayal

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	There are solution and note-taking guides, but a few functions are missing so these will be supplemented
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components align with 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	Good organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Solution manuals as well as videos on topics and solutions (QR codes)
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	Textbook is paced correctly for course
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There is audio/video support with videos and solution book, but does not include in lesson support with SWD
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, good presentation and pacing. Only weakness additional support for SWD

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Each section has lesson motivators
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Each chapter is a big idea
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each section has statement of outcomes
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Some work on building understanding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Affects visual/audio but not so much hands-on
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	high level of mental, some physical with graphing utility
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	All materials for goals of course
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 suggested, focus on one method each section
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Most sections have specific strategies, just focus one method per section
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments match the materials
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment banks are adaptable
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	For most students, SWD not completely covered

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	Several justifications and grade level accuracy
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Materials support learning for most learners (lack SWD), materials support 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	follows policy
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	follows policy
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	follows policy
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	follows policy

UDL Reviewer's Name: Sam Jeanty

Title: Precalculus with Limits: A Graphing Approach

Publisher: Cengage Learning

Author: Larson/Battaglia

Copyright: 2020

Edition: 8th

Grade Level: 9-12

Course: 1202340 - Precalculus Honors

Bid ID: 448

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Comprehensive WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm Comprehensive VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility National Geographic Learning, a part of Cengage, provides all print files to NIMAC. NIMAC provides student materials in large print, braille, and audio formats. To increase comprehension and engagement for visually impaired students, WebAssign and additional support websites provide video and audio support.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	
Background: High contrast color settings are available.	3 - Fair Alignment	was only able to change using night display. need more contrast features.
Text-to-speech tools.	5 - Very Good Alignment	

All images have alt tags.	2 - Poor Alignment	No alt tags found in images
All videos are captioned.	1 - Very Poor/No Alignment	no caption features for video
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The highlight feature doesn't work when you highlight an entire paragraph

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ Non-text navigation elements may be toggled but primarily can be controlled using browser-specific magnification. Please see the content below on how WebAssign and VitalSource address navigation elements for Florida students. WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility*		
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.	2 - Poor Alignment	no menu items have keyboard shortcuts discovered
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the potentional for compatibility.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *Both the eBook in WebAssign and the VitalSource eBook provide highlighting in the standard colors. Highlighted text can be extracted via cut/paste. NoteTaking tools are available in the VitalSource eBook, but are enhanced even further*

within the WebAssign eBook and platform. These notes can be revisited and viewed by Florida teachers to enhance the learning experience and communication.

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	can send email to follow public highlight using a link.
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

National Geographic Learning, a part of Cengage, offers comprehensive accessibility summaries here: https://www.cengage.com/accessibility/ WebAssign accessibility information can be found here: https://www.webassign.net/manual/student_guide/c_a_accessibility.htm VitalSource eBook accessibility information can be found here: https://support.vitalsource.com/hc/en-us/categories/200184597-Accessibility The above assistive technology built into our digital platforms is designed to support Florida students as they navigate through mathematics content. Designed for mathematics, WebAssign offers functionality that caters to the content and the manner students best learn mathematics.

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

With WebAssign, assignments can be printed by clicking Print Assignment at the top of the Assignment page. Using Print Assignment formats the assignment to remove buttons and line breaks, and often prints using less paper than just using Print on the Web browser. The eBook allows Florida students to print a select number of pages at once from an

integrated print button on the platform's tools. Additional information can be found here: https://www.webassign.net/manual/student_guide/t_s_printing_assignments.htm

Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: Jordan Adams

Title: MathXL for School

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

Author: Pearson

Copyright: 2009

Edition: 1

Grade Level: 9-12

Course: Intensive Mathematics

Bid ID: 453

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 lessons to review.

Reviewer's Name: William Igar

Title: MathXL for School

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

Author: Pearson

Copyright: 2009

Edition: 1

Grade Level: 9-12

Course: Foundational Skills in Mathematics 9-12

Bid ID: 453

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 resource offers a lot of practice problems and support in that way. I personally love it. It gets students that needed practice. If students spend time with this material, it will prepare them for math to not derail their career. The downside of this course is that it doesn't get deep into the math. The benchmarks don't intertwine. It is basically a lot of

	worksheets. Critics would probably say it is lower level - not as much synthesizing, etc. But I think that is ok. The students that are in this class probably don't like math. They need enough of it so they can be a nurse, entrepreneur, plumber, linemen, whatever it is. This class will provide them with enough foundation to pursue their dreams. So, I fully endorse this text as it will likely help students.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	a lot of multiplication and division practice
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	great problems on classifying
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	1 - Very Poor/No Alignment	I didn't see any classifying 3d figures. I just saw finding the volume and surface area.
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	A lot of good application problems. Good visuals
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	many great order of operations problems
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	plethora of great problems and applications

MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	3 - Fair Alignment	great mean, median, and mode problems. not interpreting info though and no range problems.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	3 - Fair Alignment	Not much on plotting points. But a lot of great info on areas and perimeters of rectangles
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	3 - Fair Alignment	some problems on breaking down composite shapes into quadrilaterals. But not into squares.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	many great practice problems
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	many problems on this. Great practice
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	Great practice and applications of this topic
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	lots of unit conversion problems
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	a lot of great practice problems on proportions
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	2 - Poor Alignment	Great problems about finding out info about data (mean, median, mode, etc) but nothing about

			comparing populations
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	3 - Fair Alignment	Great info on different types of graphs, But not many problems choosing the graph.
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	Lots of different kinds of practice problems
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	Great applications and problems on this.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Great practice on this concept
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Excellent applications on this.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Great problem set for this topic
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	nice work. lots of fraction practice as well.
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 practice on probability
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an	1 - Very Poor/No Alignment	nothing about irrational numbers

	approximate value of a numerical expression involving irrational numbers on a number line.		
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	1 - Very Poor/No Alignment	nothing about irrational numbers
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	great practice on order of operations
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	great practice on this standard
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	a lot of practice on this very important topic
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	great practice on this concept
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	great practice on this
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	2 - Poor Alignment	There is algebraic manipulation. But no synthetic division or polynomial long division
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	lots of factoring
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	lots of practice on rational expressions.

MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	great applications of linear equations
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	3 - Fair Alignment	lots of problems on written descriptions. not many from tables and graphs
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	lots of practice problems on this.
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	great practice on this topic
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	great practice problems on this.
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	excellent problems on this
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	covered thoroughly
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	great problems on this topic
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	lots of quadratic problems

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	lots of ways to solve quadratics
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.	1 - Very Poor/No Alignment	no problems like this
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	a lot of practice on this
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	just problems graphing quadratics given equations
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	lots of practice here
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	lots of practice with quadratic inequalities
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	great practice on this.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	lots of practice on this
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	lots of problems. But solution set not represented graphically.

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.	1 - Very Poor/No Alignment	no graphing absolute value equations
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	no graphing absolute value functions
MA.912.AR.5.1	Solve one-variable exponential equations using the properties of exponents.	5 - Very Good Alignment	lots of practice on this
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	nothing about growth vs decay
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	only writing equation from written description, not table or graph
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	only graphing from equation
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	2 - Poor Alignment	only graphing from equation
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	1 - Very Poor/No Alignment	no solving of cubic functions
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	1 - Very Poor/No Alignment	nothing with third degree polynomials

MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	lots of solving radical equations problems
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	1 - Very Poor/No Alignment	no graphing radicals
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	lots of applications of rational equations
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	1 - Very Poor/No Alignment	no graphing of rational equations.
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	excellent practice with linear systems
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	great linear equalities problems
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.	1 - Very Poor/No Alignment	more on solving the applications. not much on constraints
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	good on graphing piecewise functions. but not much on constraints or real world problems
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	covered thoroughly

MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	a lot of these problems as well
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	great problems on graphs, histograms, etc
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	some interpreting data. But not determining if it is numerical or categorical
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	1 - Very Poor/No Alignment	not covered
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1 - Very Poor/No Alignment	little mention of sample surveys - not that vocab used though. And no margin of error
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	3 - Fair Alignment	find measures of central tendency. But does not compare the methods
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.	1 - Very Poor/No Alignment	no line fitting
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.	1 - Very Poor/No Alignment	no scatter plots

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.	1 - Very Poor/No Alignment	no scatter plots
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	3 - Fair Alignment	there is creating the tables, but not interpreting what you got.
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	some good problems on constructing frequency tables, not too many though.
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.	1 - Very Poor/No Alignment	no problems given a frequency table
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.	1 - Very Poor/No Alignment	no problems determining different function types
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	lots of good applications for this
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.	1 - Very Poor/No Alignment	no average rate of change problems
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	a little bit on comparing linear functions. mostly though, each topic looked at separately

MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	a little bit on comparing linear functions. mostly though, each topic looked at separately
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	no interlapping of different functions like that
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*.	1 - Very Poor/No Alignment	nothing about translations
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	nothing about translations
MA.912.F.3.1	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	1 - Very Poor/No Alignment	no combining functions
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	1 - Very Poor/No Alignment	no inverse 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	lots of problems on fractions/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	covered thoroughly
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	3 - Fair Alignment	problems on weighted averages - but not many need a spreadsheet

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	lots of good problems on this
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	problems on each separately. But not much intermingling of concepts
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	3 - Fair Alignment	covered some
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	a lot on this
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	great problems on this
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	a lot of problems on this topic
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	3 - Fair Alignment	problems with trapezoids. but no proofs
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	covered well
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the	5 - Very Good Alignment	excellent problems on this topic

	transformation algebraically using coordinates.		
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	3 - Fair Alignment	There are problems about it. But not looking at it from this eagle-eye view
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.	1 - Very Poor/No Alignment	no problems that are this in depth
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	3 - Fair Alignment	a little bit on sequences of transformations
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	3 - Fair Alignment	translation problems like that but not noting if they are congruent or not
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	3 - Fair Alignment	again, transformation problems, but not noting similiarity
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	1 - Very Poor/No Alignment	no weighted average problems of points on lines
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	good problems on coordinate geometry
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	good problems on coordinate geometry
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	3 - Fair Alignment	some problems on this - not too much about area/perimeter of polygons though

MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	some good problems involving cross sections
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	1 - Very Poor/No Alignment	no rotational volumes
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	covered well
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	lots of practice on this
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	lots of volumes of these shapes
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	lots of volumes of these shapes
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	1 - Very Poor/No Alignment	no constructions

MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	1 - Very Poor/No Alignment	no constructions
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	some great circle problems
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	great problems on arcs
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	covered well
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	great job on this topic
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	nice job of this in conic section
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	great problems on circles
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	great coverage of rational exponents
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	all types of exponents covered well
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	radicals are covered well

MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	great job on logarithms
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	3 - Fair Alignment	great coverage of complex numbers. but not on the complex plane
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	nice job on right triangle trig
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	covered well
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	not much analyzing the problem here. a lot of worksheets. not a bad thing for students in this class though
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	5 - Very Good Alignment	representing a lot of problems a lot of different ways - tables, graphs, equations, etc.

	• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	a good job of this. very procedural though.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	3 - Fair Alignment	not much discussions. just a lot of worksheets. again, this is not bad for students in this class

	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	2 - Poor Alignment	not much building or patterns. a lot of good practice problems that will help people though
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used.	4 - Good Alignment	a decent amount of this in the word problems

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	lots of applications
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	a lot of good evidence cited well
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	good grade level stuff
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	not many inferences here
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 possibility for collaboration here
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	accepted rules used well here
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	great set up for teacher

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	a lot of graphs and tables to help

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	for the most part, yes, most standards are covered well. also, a lot of standards are asked of this class.
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, correct skill level. a lot of practice problems for students who struggle in math
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	great for class full of students
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	great details - lots of practice problems - very good for students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	complexity might be a little low for the standard, but it is perfect for the student
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 might be a little low for the standard, but it is perfect for the student
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	great for students to come in and work for a set time. short problems. not long and lengthy
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	yes expert info

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 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 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	no bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	yes, representative of discipline
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	yes, accurate material
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	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.	3 - Fair Alignment	not exactly entertaining for students, but gets the job done
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	not exactly entertaining for students, but gets the job done
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	not very meaningful in their life. But this will definitely help the struggling learner
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	not very meaningful in their life. But this will definitely help the struggling learner
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	not really any portrayal of different cultures, religions. a lot of just worksheet problems

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	yes, a lot of word problems about helping people
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	yes, meets standards and will help 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	yes, mostly everything covered
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 pieces work well 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	very good organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	a lot of practice problems, not much engagement
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	yes, material ready for what student needs
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	yes, great access
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	good presentation. could see more graphs though

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	a lot of practice problems - not much motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	some important ideas. But so much because the course covers so many standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	good instruction
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	yes, a lot of practice problems to scaffold learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	mostly a lot of practice problems - I don't think it targets too many different learning styles
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	medium engagement.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	not much active participation - a lot of good practice problems though
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	yes, good strategies for these students
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes, I love all the practice problems
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	yes, good 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.	5 - Very Good Alignment	yes, does a great job of this
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	meets needs of a lot of students. But not advanced enough for some
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 mathematical think. not great deep connections though.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	yes, learning is met

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

UDL Reviewer's Name: Sam Jeanty

Title: MathXL for School

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

Author: Pearson

Copyright: 2009

Edition: 1

Grade Level: 9-12

Course: 1200400 - Foundational Skills in Mathematics 9-12

Bid ID: 453

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	Can not change color and background from the website

Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings difficult to use
Text-to-speech tools.	4 - Good Alignment	using the builtin feature on mac
All images have alt tags.	1 - Very Poor/No Alignment	Images did not have alt tags
All videos are captioned.	1 - Very Poor/No Alignment	No videos had caption
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	with the use of built-in features in iOS and Windows, we could see the protentional for compatibility.

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.	3 - Fair Alignment	using the keyboard shortcut for zoom
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	no menu item have keyboard shortcut only default from computer OS
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Math is not displayed appropriately on a braille display. There is MathML that displays Nemeth code, but no UEB is available. Tables are not labeled correctly for easy access with a screen reader or a braille display.

Bid Response *Highlighting is not currently available. Highlighted text can be copied and pasted into another document. Student note taking is not currently available.*		
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The highlight feature doesn't extract to another document
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	4 - Good Alignment	

Bid Response *1. Magnification - ZoomText Magnification/Reader - MacIntosh 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*		
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 *Assessments, worksheets, and practice found in our digital products can be printed out for students.*		
Review	Rating	Comments
	4 - Good Alignment	

Reviewer's Name: jean sterner

Title: MathXL for School

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

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Course: Foundational Skills in Mathematics 9-12

Bid ID: 453

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.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Aligns to standard with three factors
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	Multiple lessons align to this 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	Multiple lessons align to this 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	Lesson and exercises align to this standard
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Small sections align to this standard
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Chapter aligns to this standard
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Lesson and exercises align to this standard
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and	4 - Good Alignment	Area of composite figures

	composite figures by decomposing them into triangles or rectangles.		
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Lessons align to this standard
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Multiple lessons align to this standard
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	Small sections align to this standard
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	Multiple lessons align to this standard

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Lessons align to this standard
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Lessons align to this standard
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Small sections align to this standard
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Multiple sections align to this standard
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Multiple sections are aligned to this standard
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	Chapter aligns to this section
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Multiple sections align to this standard

MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	One section aligns to this standard
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Chapter aligns to this section
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	Chapter aligns to this section
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	Section aligns to this standard
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Small section aligns to this standard
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Chapter aligns 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	Section aligns to this standard
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Multiple lessons align to this standard
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	Section aligns to this standard
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Small section aligns to this standard

MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Small section aligns to this standard
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	Multiple sections align to this standard
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	Small section aligns to this standard
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	section aligns to this standard
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	section aligns to this standard
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Small sections align to this standard
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Small section aligns to this standard
MA.912.AR.5.1	Solve one-variable exponential equations using the properties of exponents.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	Small section aligns to this standard

MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Chapter aligns to this section
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	Section aligns to this standard
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	Section aligns to this standard
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	4 - Good Alignment	Section aligns to this standard
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.	4 - Good Alignment	Small section aligns to this standard
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	Section aligns to this standard
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	Multiple sections align to this standard
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	Section aligns to this standard

MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Section aligns to this standard
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	4 - Good Alignment	Small section aligns to this standard
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	Section aligns to this standard
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Multiple sections 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	Section aligns to this standard
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	4 - Good Alignment	Small section aligns to this standard
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Section aligns to this standard

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	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 outliers. Interpret any notable features of the shape of the data distribution.	4 - Good Alignment	Small section aligns to this standard
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Section aligns 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	Small section aligns 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	Small section aligns to this standard
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	5 - Very Good Alignment	Section aligns 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.	5 - Very Good Alignment	Section aligns to this standard
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	Section aligns to this standard

MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Section aligns to this standard
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Section aligns to this standard
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Section aligns to this standard
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.F.3.1	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Section aligns to this standard

MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Section aligns 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	Chapter aligns to this standard
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	Section aligns to this standard
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	4 - Good Alignment	Small section aligns to this standard
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Section aligns to this standard
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	4 - Good Alignment	Small section aligns to this standard
MA.912.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	Multiple sections aligns to this standard
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	Chapter aligns to this standard
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	Chapter aligns to this standard

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	Multiple sections align to this standard
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	4 - Good Alignment	Section aligns to this standard
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	Chapter aligns to this standard
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	Small section aligns to this standard
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	Section aligns to this standard
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	Small section aligns to this standard
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Small section aligns to this standard

MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	4 - Good Alignment	Small section aligns to this standard
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Multiple sections aligns to this standard
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Small section aligns to this standard

MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Small section aligns to this standard
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Small section aligns to this standard
MA.912.GR.5.4	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.5.5	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	Section aligns to this standard
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Section aligns to this standard
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Section aligns to this standard
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate	5 - Very Good Alignment	Multiple sections aligns to this standard

	equivalent numerical expressions involving rational exponents.		
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	Multiple sections align to this standard
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Chapter aligns to this standard
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Multiple sections align to this standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	Sections align to this standard

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

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Sections align to this standard
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Chapters align to this standard

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Chapters align to this standard
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Many real world examples
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Chapters align to this standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text is on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Chapters align to this 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	Text allows for collaboration
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Chapters align to this standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Chapters align to this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Chapters align to this standard

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

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Material layed out in a timely manner
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	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
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 the standards
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The material is written 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	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	Real world examples for students
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant content for standards

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).	4 - Good Alignment	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).	4 - Good Alignment	Portrays compasion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Material aligns to standards and content without 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.	5 - Very Good Alignment	Student resources aligns to standards
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials align to the curriculum
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is in logical order
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	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.	4 - Good Alignment	Pacing is good

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Some strategies mentioned
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Material is chunked
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Outcomes are stated
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	Material allows for independent thinking
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Adaptable to 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	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	Material allows for participation
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Uses successful teaching strategies

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Strategies for teaching outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Materials aligns to assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment strategies are effective
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Material meets needs of all learners
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	BEST standards applies
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	Material and assessments use strategies to meet needs of all learners

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

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 454

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.	H.M.H Go Math includes all the essential elements required for benchmark preparation, implementation, and assessment. There is ample student practice for students and professional development for teachers. The curriculum provides support for all learners and is visually appealing. The major downfall is the measurement unit and

	horizontal alignment. The measurement unit would require additional teacher preparation for instruction and assessment. Additionally, the application of horizontal alignment is not clearly evident.

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.	3 - Fair Alignment	The concept is thoroughly modeled but missing opportunities for open ended exploration.
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	Meets the benchmark expectations and provides ample student practice.
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 the benchmark expectation with plenty of student practice. Also includes problems that begin with the sum.
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	Ample practice problems with appropriate visuals and includes problems that begin with the difference.
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.	3 - Fair Alignment	Meets the expectation of the benchmark. However, some student practice is difficult and them to draw their own

			shapes based on given attributes which could prove difficult for K students. requires
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is thoroughly explained and provides ample student practice.
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	Benchmark is well represented through pictures and student practice.
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	Benchmark is well represented through pictures and student practice.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	4 - Good Alignment	Meets benchmark expectations-could use more vocabulary development practice.
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.	4 - Good Alignment	Meets benchmark expectations- could use more real world examples
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	2 - Poor Alignment	Only addresses volume.
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.	2 - Poor Alignment	Very little instructional examples or student practice.

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.	2 - Poor Alignment	Limited student practice and cubes
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	Multiple representations in various forms
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Multiple representations in various forms
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	3 - Fair Alignment	Illustrates first well. More visuals and practice could be incorporated to teach 2nd -5th.
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	Instructs the benchmark but includes minimal student practice for comparing.
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	Meets the benchmark expectations with ample student practice. Could use additional practice for students to begin counting at points other than 1.
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.	4 - Good Alignment	Concept is well modeled.
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	Multiple opportunities to compare numbers

			with numberlines present for student reference.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	4 - Good Alignment	Meets benchmark expectations.
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	4 - Good Alignment	Meets benchmark expectations.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Mindset is directly addressed in the TE.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.	3 - Fair Alignment	Evidence not found directly in the student edition. But there is evidence in teacher edition.

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Fluency development is rudimentary. Would like to see incorporation of dot cards, number recognition/fluency games.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Evidence exists in TE with share and show opportunites.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	Models logical progression and provides students opportunities to draw own conclusions, but does not explicitly instruct patterns/connections.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Checks are dependent on adult assistance. Little evidence to promote student self checks.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	Real world exploration/models are used.

	• 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.	2 - Poor Alignment	Opportunities exist to cite models in discussion, but it is superficial practice.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Could use more vocabulary development practice.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Need additional assistance in TE to help teachers see opportunities for making inferences.
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	Need additional assistance in TE to help teachers see opportunities for collarboration.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would be rated higher if there were opportunities for student self assessment/quality work checks were included within each lesson instead of an appendix.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Provides opportunities for student speaking but provides little guidance on how teachers can make this happen.
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	Basic assistance provided for Multilingual students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	2 - Poor Alignment	Most supports focus on provided visuals for learning.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Topics are aligned, but is less aligned to MTRs and EEs.
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	Topics and skills are appropriate for K.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Materials are appropriate for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Content and practice is sufficient.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Additional open ended practice would increase 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	Content is appropriate of K.

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	150 days provides time for instruction and practice.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Expertise is verified.
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 contributes to the content. Research excerpts provided in the TE.
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 error 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	Content is free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Math best practices are represented.
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 does not appear to have mistakes or inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	K students would be engaged with the content.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is broad enough to appeal to a wide audience.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Limited interdisciplinary content is presented.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There are limited opportunities for multicultural representation. However, the 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	Material is appropriate for K.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmarks are accurately 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	All pieces are present (ELL/differentiation/remediation/enrichment/student hands on practice) but all elements could use additional practices. Many items repeated throughout the TE.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Tools align well through SE, TE and online supports.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	There is a clear system of organization that logically advances student understanding.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	Materials are all able to be accessed by K. Could increase vocabulary development to better advance student literacy in math.

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	There are multiple opportunities for students to practice given benchmarks with the exception of the measurement 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	Content is presented through multiple modalities and at times offers student choice in response to 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 is appealing to K students and logically organized for teacher delivery.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content includes opportunities for self expression and scaffolded levels of practice to encourage success.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	The measurement unit is thin and does not explore the benchmarks in depth.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Content includes benchmarks and student "I can" statements.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	TE includes multiple opportunities for concept development, differentiation support, and common student misconceptions.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Support provided for differentiation, language development, and ELL 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	Each lesson includes hands on student practice.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The 5E's lesson structure support active student participation. Although some connection to the 5 Es is superficial.
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	Best practices are evident in differentiation, scaffolding, common misconceptions are provided in TE.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are connected to the student skill being practiced.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are provided in TE.
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 and summative assessments are provided.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Submissions are mainly focused on paper/pencil or interview responses. But does include iTools as an option.
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 most evident in TE instead of SE and requires the teacher to be diligent in implementing this application.

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 learner is appropriately scaffolded with opportunities for enrichment/intervention.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	CRT not evident in SE or TE.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012020 - Grade Kindergarten Mathematics

Bid ID: 454

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -). Color or background can not be adjusted and this would be essential for some of our learners. A statement of accessibility features would be helpful since these tools are not built in.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	5 - Very Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	No size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	Great amounts of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 454

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 material is mostly aligned with the B.E.S.T Math Standards. The material was visually engaging and connections to real-life found throughout the lessons. The lessons are very basic and allow for students to understand the foundations of these various mathematical concepts. The three stages of fluency included in

	every lesson will help children develop automaticity while learning concepts. The data driven instruction suggestions for interventions will help teachers address the varied learning levels in their classrooms. The language routines will encourage students to develop mathematical accountable talk. The lesson checks are also a great tool for teachers to use to determine level of understanding after a lesson. More informal checks for understanding throughout the lesson would be great. These would allow the teachers to gauge learning so the lesson check isn't the first determination of understanding. This is more of an instructional delivery and planning concern than it is a material concern. Based on what I've viewed, this material is an effective teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	4 - Good Alignment	making combinations of numbers and counting through 9
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	count and tell how many, quantities gradually increase to 20, within standard
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	real world situations to represent the problems, listening comprehension also needed
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	objects and drawings used to model addition or subtraction equations, allows for practice of this skill

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	all tasks align with standard, allows for sorting into different categories, and writing results with numerals or drawings. Included the categories of curved and not curved, basis for understanding attributes of 2-D figures. Numerous practice activities to build a solid understanding
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	additional shapes on page 674 that allow students to identify triangles and non-triangles,
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	aligned and also incorporates location/position words
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	within limits of standards, variety of context for practice
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	Real-world connection to 3-D objects present.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form	5 - Very Good Alignment	All shapes used throughout are within the benchmark.

	a composite shape are limited to triangles, rectangles and squares.		
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	hands on practice for measurable attributes
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	allows for comparison using standard and non-standard units of measure
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	allows for students to count and write amounts, practicing two skills at once
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	counting and writing, incorporates problem solving
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Practice of counting out objects to 20, amount slowly increases.
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	4 - Good Alignment	ordinal numbers allowing for sequence practice
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	real-world examples for comparing numbers
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	could've included more practice on missing numbers in a sequence as they count to 100

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.	4 - Good Alignment	Numbers represented tens and ones (units isn't present such as 1 ten and 2 ones)
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	Use of number line throughout allows students to learn order of numbers differently
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Students are exploring these operations not mastering them, the practice provided gives context to these operations so young children can fully understand them
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	Practice with equal sign at the beginning and end of the equations, this standard calls for using related facts with procedural reliability; however, there isn't much of this present. All of this practice requires them to add or subtract but not make the connection between the fact family.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	5 - Very Good Alignment	Encourages engagement will working the problems and perseverance

	• Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	Not much evidence of representing problems in multiple ways. Most of the activities require them to count and write the quantity, but that doesn't mean the students are representing in multiple ways. An example of this would be if the teacher told the students to draw 7 ladybugs then write the number.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.	5 - Very Good Alignment	Choice in how to solve the problems

	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Encourages discussion of content, helps to build mathematical conversation
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	5 - Very Good Alignment	Different ways to make a number can help students see patterns, more practice needed

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	These tasks are focusing on exploring addition and subtraction but providing practice with start unknown and change unknown. They really aren't requiring students to determine reasonableness.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	models used, real world connection
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students have to justify reasoning, builds math vocabulary

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	I don't see the connection to understanding grade level complex text proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Don't see the connection to making inferences within these tasks
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	More of an instructional delivery issue
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Allows for quality work to be created
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Tasks appropriate, but this cannot be determined by this material
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	Connection needed to be successful is present
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Can't be determined by the material, but opportunities are present

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Only minor issues identified, overall alignment to the grade level standards present

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 correct skill levels.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Delivery of instruction will be more impactful to close the minor deficiencies found in this material
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Significant details for students to understand the topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Content matches the ability of kindergarten 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	Cannot be determined by this material
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Primary and secondary sources reflect expert information
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	High level of quality in this material
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 or typographical 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 biases or contradictions found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content represents the discipline and includes real-world connections

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material is 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	Up to date material
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Practice tasks throughout are relevant and appropriate for kindergarten.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate for intended learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Most practice includes real-life connections so students can construct meaning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connection between math and life will be made 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	Multicultural representation throughout
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 represented with 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	The benchmarks are covered by this material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the	4 - Good Alignment	Teacher won't have to prepare additional material; however, the teacher will need to

targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		understand the content to deliver it effectively.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components aligned with curriculum and each other
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is organized very 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	Material is easy to read, understand, and deliver
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 seem appropriate, but this cannot be fully determined by any 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	Presentation, navigation, and tools are easy to use
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Visually engaging, easy to understand and follow, numerous opportunities for practice at appropriate points in the activities.

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

		alignment addressed 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 for students provided
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	This is very good alignment but will still require teachers to have an understanding of how to scaffold learning for students who need additional 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	active participation encouraged
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 organized in logical format
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 will be successful
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies are effective in teaching outcomes, this is a delivery concern
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	assessment strategies and desired outcomes correlated
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	learner's performance can be assessed with regards to 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	needs of all learners considered
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	4 - Good Alignment	There was an attempt, but evidence did not align with all

Mathematical Thinking and Reasoning Standards as applicable?		practices being present in material.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	learning requirements satisfied with this material

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

Reviewer's Name: Brooke Erdman

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 455

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.	As a first grade teacher myself that has gone through a rigorous overview of the new Florida BEST Standards, I would not feel like I could utilize these materials cover to cover. The materials, while mostly comprehensive, do not take into account many of the clarifications listed. It appears as though the standards were just read and materials

	were based solely on that. The materials are student friendly, and the TE is easy to follow and read. I do not agree with the scope and sequence of the materials, as previously mentioned in my justifications. I also noticed some errors within the materials (grammatical, wrong coins shown, etc) as listed in my justifications. I am only recommending these materials for adoption based on the score average, but would highly recommended editing of the materials.

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	The first four examples were good. They included problem types with addition of three or more whole numbers within 20. The SE p.471-476 was incredibly confusing and unnecessary for this standard. The diagram reminded me of part part whole and it would not be easy for children to discern that they were supposed to add across. There is no where for them to show their work, write an equation, or write a strategy to solve when students are supposed to be identifying facts to practice procedural reliability. There is also an error on problem 11 p.42... it

			is either grammatical or missing something. The wording was very confusing through the first grade lense.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Majority of the problems appear to follow the standard and the clarifications. I am, however, concerned about the placement in the book and the problem difficulty level. It seems that students are adding within 10 in Chapter 4. The textbook has them counting and filling in missing numbers to 120, as well as skip counting in chapter 1. That does not make sequential sense, as students need to explore numbers within 20 before expanding to 120. On SE p.203 there is also a problem where students add three numbers, which is not part of the standard.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	The materials gave good instruction and practice on relating subtraction to addition within 20.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	3 - Fair Alignment	Clarification 2 states: "Problem types are limited to an equation with no more than four terms." The

			Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications. Also, many problems focusing on matching like facts, but do not focus on the meaning of the equal sign. It is mentioned in the instruction, but does not appear the main goal as stated in clarification 1. This is a very challenging topic for first graders, and more practice that did not involve the balancing of equations (also not the standard), would be more appropriate. For example, #1-6 on p.481 does this well.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	There is a lot of great practice that helps students understand missing addends and using related facts to solve. While I understand why #11-13 on p. 462 were included, I found it to be confusing for students. We want them to gain a deeper understanding of how numbers relate, not just a method to plug in numbers without any meaning added to it.

MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Completely skips clarification #1 and does not relate the tally marks to skip counting by 5's. The opportunity is there to create those questions and connections, but it was not explicitly stated with the tally marks. I looked in the TE and could also not find any indication that the teacher was supposed to go over skip counting by 5's with tally marks. There is also nothing on defining attributes of geometric shapes as stated in clarification 1. For example students could tally how many shapes had 4 or more sides, as the color of the shapes in the included questions were not defining attributes of a shape. There is some good practice of reading and filling in pictographs and tally charts that do align.
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	Great practice for interpreting data and calculating. I would recommend focusing on adding more addition problems.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the	4 - Good Alignment	The lessons are good, but they do not relate

	whole using appropriate language including halves or fourths.		with each other until the chapter review. After learning halves and fourths, it would be great mixed practice for students to identify which is which. Also, p.569 is confusing because the triangle shown in the question is not the type of triangle they will draw. That is very confusing for first graders.
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.	2 - Poor Alignment	The mark is missed on defining attributes of 3d shapes. Only informal language is used (flat and curved), and is missing critical academic vocabulary as mentioned in the clarifications (edges and faces). Instead of curved not curved, focus on the academic language of these 3d shapes have (or do not have) faces or edges. The 2d shapes had better practice and vocabulary. Also, on p.533 of the SE I saw nothing that described open and closed shapes to students. I can only assume that was what was to be done there? It was not in the directions for the

			teacher at the bottom either.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape. P.539-544 does a better job, however the problems needs to include more types like #14-16, as students are supposed to draw a figure based on the attributes, not draw a figure and then list the attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Chapter 12 Lesson 5 uses fourths instead of semi-circles as described in the standard and the clarifications. There are some good examples of composing and decomposing 2d and 3d shapes, however it is lacking the much needed vocabulary. It only shows the pictures, but never uses or at least includes words to help students make the connection between the shape and its name. This is a critical foundational skill for young students. I notice a lot

			of the problems are written for students to be able to independently read, but the expectation for first graders does not include the ability to read every problem. They really need this vocabulary as it is used in the standards.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	There were good examples and practice for 2d and 3d shapes.
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.	2 - Poor Alignment	The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters, which is not part of the standard. There was also a heavy emphasis in using a tile and unit cube to measure instead of a ruler at first. Non standard units of measurement are not covered in this standard. There were some appropriate items like measuring from 0 in inches and centimeters with real world objects, but overall the lessons do not fully match the

			standard MA.1.M.1.1. accurately.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	2 - Poor Alignment	Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units. Chapter 14 Lesson 5 was okay, but lacked a lot of visuals that students need when comparing lengths. There were a lot of problems where they draw the picture instead of having them select and/or order objects by length or unit of measure. Number 14 on p.622 also has students draw 4 objects when the clarification explicitly states it will only be up to 3 objects compared.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	2 - Poor Alignment	There is no discussion or use of the vocabulary for digital and analog. The missing minute hand is not a realistic representation of an actual clock. Students need to see where the minute hand is to be considered o'clock. Same with "half past". There is no mention partition of circles in clarification 2.

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.	1 - Very Poor/No Alignment	The materials focus more on the counting of coins as stated in MA.1.M.2.3 instead of the identification of coins as described in standard MA.1.M.2.2. #2 on SE #394 also has a major error of using a quarter instead of a nickel in the problem. I also find it confusing that they introduce coins that are not typically circulated (the Lewis and Clark nickel) on the first page. While it is important for students to see the different types of coins, the focus of this standard is identification, and there was barely an introduction into the original nickel. The materials really lack on explicit identification of coins, which is critical for students that are more used to digital currency than physical currency. There is nothing that discusses how many of each coin makes up a dollar or even how many cents are in a dollar bill. Another critical piece of this standard missed.

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.	2 - Poor Alignment	Please read the clarifications for this standard. The materials provided majority of the practice counting groups of coins with quarters or counting groups of just quarters, which is not part of the standard. Please only include pennies, nickels, and dimes. Also, there was a lack of focus on the skip counting strategies to count coins.
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	There is a lot of good practice counting by 1s forwards and backwards and skip counting. The problem is, which counting backwards, students are being taught the 100s chart which only goes forward. Having them count backwards in the same direction that they are counting on is very confusing. I would recommend you put the largest number at the end (on the right) that they are counting back from (to the left). This also goes with a reading skill or reading in order from left to right. It would make sense to them that backwards is

			from right to left. Also, the hundreds chart is not helpful if they are only using it within 20. It is helpful to have random holes for them to fill as 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.	3 - Fair Alignment	Most of the examples for expanded form was based on __tens+__ones when it should be the actual number made by the tens plus the ones (for example 70+5). This is all outlined in the clarifications of the standard. Also, word form beyond 19 and multiples of ten (i.e. fifty) are never discussed and the standard states that students must be able to read numbers in word for from 1-100 (not write/spell, just read and identify). The representation with the ten frames and the ten rods/ones were great representation. The way expanded form is written just needs to be changed based on the clarification. That is more based on standard MA.1.NSO.1.1.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or	4 - Good Alignment	This is done well. There is a lot of practice for students

	decomposition with objects, drawings and expressions or equations.		to write _tens and _ones. There is some practice to write a number in multiple ways with tens and ones, but not a lot of explicit instruction or guidance in the TE to help students generate ideas.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	4 - Good Alignment	p.122 #1-4, the lines where students complete the sentence is confusing. They need to include a word bank or something so students know what they are doing on that line. There are good comparing problems, problems to arrange numbers in sequential order, and problems for plotting numbers. The problem I have is the lack of visible examples for students available. It is also helpful for students using the materials at home to have examples so that parents can better support their students.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This was actually done very well. Choosing problems that causes students to use the communitive property of addition, as well as making a

			ten to add, really helps with their procedural reliability, which leads to automatic fact fluency.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	p.156 #9-11 is very confusing and does not help with procedural reliability since students have to interpret shapes to find out the numbers. However, there is a lot of good practice that allows students to use the communitive property, related facts, etc in order to problem solve. I would include more word problems to help cover this standard to increase rigor and real world application since the focus is procedural reliability and not automatic recall of those specific facts.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This followed the standard and clarifications of ten more and ten less. I would suggest more practice for ten more, ten less, as skip counting by tens from 0 is technically not what is being called for in the standard.

MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	3 - Fair Alignment	Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material, however there was not enough practice for this type of standard. There needs to be more opportunities to explore with the various strategies.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	The two digit numbers in the problems did not go beyond 20. The clarification even give the example of 37, showing that it is expected for students to subtract single digits from numbers greater than 20.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	There are a few activities available for students to work independently or to discuss as a class (i.e. Math on the Spot, Math Talk, "For the Teacher" problems, etc). While these problems are good, there is a bit missing on an engaging class discussion. The teacher could facilitate these discussions with some

	• Help and support each other when attempting a new method or approach.		ideas listed in the TE, but the amount of questions on this MTR is limited.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This was done very well throughout the HMH materials. Many problems were presented in a variety of ways, allowing for students to practice various strategies. There were problems given that encouraged the use of manipulatives, drawing, etc.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	HMH materials contained a number of tasks that allowed for the practice of mathematical fluency. There were many opportunities for students to practice a variety of strategies to determine the best way (or a different way) to solve a problem.

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	There are a variety of opportunities for students to share and talk with one another about their mathematical thinking and processes. I do believe there could be more rigor within the embedded questions listed in the student text. For example, on p. 569 it just asks a yes or no question and says for students to explain. It needs to go a little deeper into discussing the differences and similarities between student thinking.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • 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	This was done well in the HMH materials. In some of the examples of materials listed, a bit more rigor could be added to connecting relationships. Ideas were kept more isolated on some topics instead of building off of each other.

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	The related facts did a great job of showing justification.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	There multiple opportunities for students to apply math problems to real world contexts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are allowed to explain evidence in their oral explanations of problems. However, to better incorporate this ELA standard, I would recommend addressing this skill during word problems. Also, by allowing students to

			provide a written response, as in first grade the clarification explains that students will not only do this orally, but will start to write their justifications with support as well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many of the problems in the HMH curriculum are written in student friendly language.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This was done very well in the shapes unit. While I disagree with some of the vocabulary terms used as described in previous justifications (i.e. saying flat surface instead of faces), the strategies used really help with inferencing. There were also items in the TE that supported this ELA standard as well.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a good opportunities for practicing explaining thinking with students. I would suggest even more opportunities for student sharing and collaboration, but the ones provided followed the ELA standard.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There were ample opportunities to practice a variety of strategies in the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language was taught throughout the lessons and students were given opportunities to share using this language, or to justify in more social terms. The Write Math sections also allowed opportunities to practice this ELA skill.
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 is a section for multilingual support in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The multilingual section discussed using more social terms to help incorporate new academic skills and language taught.

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	As mentioned in standards' comments and justifications, some things aligned well and some did not. It looks as if the writer did not access the clarifications 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.	3 - Fair Alignment	Some items lacked rigor (for example, some of the addition and subtraction problems were too simple) and some were more challenging than the clarifications explained (for example adding quarters for the money unit was not part of the benchmark).
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	In its current state, the materials would just be very supplemental. The scope and sequence does not seem appropriate, and some of the benchmarks do not follow clarification guidelines. In my own first grade classroom, a lot of the materials would need to be altered to better fit the standards, edited due to errors, have numbers changed due to lack of rigor, or materials omitted due to not aligning with standard clarifications.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Some topics (such as coin identification) are glazed over, while others go into sufficient detail about topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	No, see previous justifications about not following the clarifications of standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	See comments above. The materials do not always reflect the clarifications.
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	Sometimes more time was spent on a simple topic (i.e. adding to 10 or 20) and not enough time was spent on other topics.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources reflected expert knowledge of 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	While the sources showed expertise in mathematics, there seemed to be a need for more knowledge of foundational primary instruction, as well as the new standards and their clarifications.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	There were some major errors as previously described in the justifications. There needs to be some proofing done throughout the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	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	Yes, the content was representative of the materials.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some errors that need to be addressed, as mentioned in previous justifications.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	The clarifications of the new standards needs to be reviewed by the writers.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	I would recommend that the materials' writers review the new standard clarifications to correctly align the materials to the current standards.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes, the materials were visually appealing and relevant for students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes, the word problems and content were 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	Yes, there were ELA connections within the materials.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, while not many students were portrayed, the names and few visuals in the materials represented multiple ethnic groups. There was 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 noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The clarifications of the standards really need to be reviewed by the writers.

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 a number of good resources available for students and teachers within the consumables and online resources. There are additional materials available to teachers to help learners that need more assistance or intervention.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, it aligns with other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	I do not agree with the scope and sequence of the materials. It does not make logical sense with the new standards to present numbers 1-120 before having students add and subtract within 10. Students really need to explore facts within 20 before moving to numbers beyond 20. Counting to (on and from numbers within) 120 is more challenging to students than adding within 10 and 20. Also, greater than/less than (the words) should be introduced before the symbols, not together. There are many small instances like this throughout the materials where it could be organized better to fit the foundational needs of younger students.
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, the materials are visually engaging and easy to understand as a whole.
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 usually done well. There are a few instances where too much time was spent on less rigorous items and not enough time was spent on more other standards (see previous justifications).
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	Captions are available, it is compatible with assistive technology, etc.

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 is good. The scope and sequence of items really does need to be reviewed to help students learning foundational mathematics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The student consumables are laid out to engage young students. There are some online components that can also engage students. I do think more colorful pictures could be used throughout to help students especially with word problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes, the materials go through the standards based on main ideas and themes. I still recommend the writers review the clarifications to make sure the materials are teaching the correct points of standards and topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, the materials are clear and the outcomes are clear as 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	Yes, the TE also gives points for the teacher to cover.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Yes, many of the topics covered present a variety of strategies for students to try. Materials appear to be easily adaptable to meet the needs of struggling learners, as the TE

		has options for students needing interventions.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are multiple opportunities for students to engage mentally, as well as physically with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities were good, however some discussions lacked rigor and deeper thinking. See previous justifications for examples.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are multiple strategies listed that can help young learners grasp foundational concepts (for example using base ten blocks for adding and subtracting, not the standard algorithm).
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most of the strategies are good, however, some important connections are missing with some standards due to the clarifications of standards not being fully incorporated. For example, in the unit with coins, there was no emphasis on skip counting in order to count coins.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessments shown in the TEs aligned to what the materials covered. The loss of one point was because of the materials not aligning completely with learning outcomes in regards to the standards.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	3 - Fair Alignment	As stated above, the assessments are effective with the materials presented, but

assessing the learners' performance with regard to the targeted outcomes.		do not fully align with the standards based on clarifications.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Yes, the UDL covers materials that consider all students' needs.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Yes, the materials cover ELA expectations and majority of the MTRs with either good or very 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	Overall the submission does a good job to support learning requirements. Edits to align materials to follow instructional standards' clarifications is needed.

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

Reviewer's Name: Brooke Erdman

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 455

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.	As a first grade teacher myself that has gone through a rigorous overview of the new Florida BEST Standards, I would not feel like I could utilize these materials cover to cover. The materials, while mostly comprehensive, do not take into account many of the clarifications listed. It appears as though the standards were just read and materials were based solely on that. The materials are student friendly, and the TE is easy to follow and read. I do not agree with the scope and sequence of the materials, as previously mentioned in my justifications. I also

	noticed some errors within the materials (grammatical, wrong coins shown, etc) as listed in my justifications. I am only recommending these materials for adoption based on the score average, but would highly recommended editing of the materials.

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	The first four examples were good. They included problem types with addition of three or more whole numbers within 20. The SE p.471-476 was incredibly confusing and unnecessary for this standard. The diagram reminded me of part part whole and it would not be easy for children to discern that they were supposed to add across. There is no where for them to show their work, write an equation, or write a strategy to solve when students are supposed to be identifying facts to practice procedural reliability. There is also an error on problem 11 p.42... it is either grammatical or missing something. The wording was very confusing through the first grade lense.

MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Majority of the problems appear to follow the standard and the clarifications. I am, however, concerned about the placement in the book and the problem difficulty level. It seems that students are adding within 10 in Chapter 4. The textbook has them counting and filling in missing numbers to 120, as well as skip counting in chapter 1. That does not make sequential sense, as students need to explore numbers within 20 before expanding to 120. On SE p.203 there is also a problem where students add three numbers, which is not part of the standard.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	The materials gave good instruction and practice on relating subtraction to addition within 20.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	3 - Fair Alignment	Clarification 2 states: "Problem types are limited to an equation with no more than four terms." The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications. Also, many problems

			focusing on matching like facts, but do not focus on the meaning of the equal sign. It is mentioned in the instruction, but does not appear the main goal as stated in clarification 1. This is a very challenging topic for first graders, and more practice that did not involve the balancing of equations (also not the standard), would be more appropriate. For example, #1-6 on p.481 does this well.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	There is a lot of great practice that helps students understand missing addends and using related facts to solve. While I understand why #11-13 on p. 462 were included, I found it to be confusing for students. We want them to gain a deeper understanding of how numbers relate, not just a method to plug in numbers without any meaning added to it.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Completely skips clarification #1 and does not relate the tally marks to skip counting by 5's. The opportunity is there to create those questions and connections, but it

			was not explicitly stated with the tally marks. I looked in the TE and could also not find any indication that the teacher was supposed to go over skip counting by 5's with tally marks. There is also nothing on defining attributes of geometric shapes as stated in clarification 1. For example students could tally how many shapes had 4 or more sides, as the color of the shapes in the included questions were not defining attributes of a shape. There is some good practice of reading and filling in pictographs and tally charts that do align.
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	Great practice for interpreting data and calculating. I would recommend focusing on adding more addition problems.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	4 - Good Alignment	The lessons are good, but they do not relate with each other until the chapter review. After learning halves and fourths, it would be great mixed practice for students to identify which is which. Also, p.569 is confusing because the triangle shown in the question is not the

			type of triangle they will draw. That is very confusing for first graders.
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.	2 - Poor Alignment	The mark is missed on defining attributes of 3d shapes. Only informal language is used (flat and curved), and is missing critical academic vocabulary as mentioned in the clarifications (edges and faces). Instead of curved not curved, focus on the academic language of these 3d shapes have (or do not have) faces or edges. The 2d shapes had better practice and vocabulary. Also, on p.533 of the SE I saw nothing that described open and closed shapes to students. I can only assume that was what was to be done there? It was not in the directions for the teacher at the bottom either.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape. P.539-544 does a better job, however the problems needs to include more types like #14-16, as students are supposed to draw a figure based

			on the attributes, not draw a figure and then list the attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Chapter 12 Lesson 5 uses fourths instead of semi-circles as described in the standard and the clarifications. There are some good examples of composing and decomposing 2d and 3d shapes, however it is lacking the much needed vocabulary. It only shows the pictures, but never uses or at least includes words to help students make the connection between the shape and its name. This is a critical foundational skill for young students. I notice a lot of the problems are written for students to be able to independently read, but the expectation for first graders does not include the ability to read every problem. They really need this vocabulary as it is used in the standards.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	There were good examples and practice for 2d and 3d shapes.

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.	2 - Poor Alignment	The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters, which is not part of the standard. There was also a heavy emphasis in using a tile and unit cube to measure instead of a ruler at first. Non standard units of measurement are not covered in this standard. There were some appropriate items like measuring from 0 in inches and centimeters with real world objects, but overall the lessons do not fully match the standard MA.1.M.1.1. accurately.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	2 - Poor Alignment	Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units. Chapter 14 Lesson 5 was okay, but lacked a lot of visuals that students need when comparing lengths. There were a lot of problems where they draw the picture instead of having them select and/or order objects by length or unit of measure. Number 14 on p.622 also has students draw

			4 objects when the clarification explicitly states it will only be up to 3 objects compared.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	2 - Poor Alignment	There is no discussion or use of the vocabulary for digital and analog. The missing minute hand is not a realistic representation of an actual clock. Students need to see where the minute hand is to be considered o'clock. Same with "half past". There is no mention partition of circles in clarification 2.
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.	1 - Very Poor/No Alignment	The materials focus more on the counting of coins as stated in MA.1.M.2.3 instead of the identification of coins as described in standard MA.1.M.2.2. #2 on SE #394 also has a major error of using a quarter instead of a nickel in the problem. I also find it confusing that they introduce coins that are not typically circulated (the Lewis and Clark nickel) on the first page. While it is important for students to see the different types of coins, the focus of this standard is identification, and there was barely an introduction into the

			original nickel. The materials really lack on explicit identification of coins, which is critical for students that are more used to digital currency than physical currency. There is nothing that discusses how many of each coin makes up a dollar or even how many cents are in a dollar bill. Another critical piece of this standard missed.
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.	2 - Poor Alignment	Please read the clarifications for this standard. The materials provided majority of the practice counting groups of coins with quarters or counting groups of just quarters, which is not part of the standard. Please only include pennies, nickels, and dimes. Also, there was a lack of focus on the skip counting strategies to count coins.
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	There is a lot of good practice counting by 1s forwards and backwards and skip counting. The problem is, which counting backwards, students are being taught the 100s chart which only goes forward. Having

			them count backwards in the same direction that they are counting on is very confusing. I would recommend you put the largest number at the end (on the right) that they are counting back from (to the left). This also goes with a reading skill or reading in order from left to right. It would make sense to them that backwards is from right to left. Also, the hundreds chart is not helpful if they are only using it within 20. It is helpful to have random holes for them to fill as 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.	3 - Fair Alignment	Most of the examples for expanded form was based on __tens+__ones when it should be the actual number made by the tens plus the ones (for example 70+5). This is all outlined in the clarifications of the standard. Also, word form beyond 19 and multiples of ten (i.e. fifty) are never discussed and the standard states that students must be able to read numbers in word for from 1-100 (not write/spell, just read and identify). The representation with the ten frames and the ten rods/ones were

			great representation. The way expanded form is written just needs to be changed based on the clarification. That is more based on standard MA.1.NSO.1.1.
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	This is done well. There is a lot of practice for students to write _tens and _ones. There is some practice to write a number in multiple ways with tens and ones, but not a lot of explicit instruction or guidance in the TE to help students generate ideas.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	4 - Good Alignment	p.122 #1-4, the lines where students complete the sentence is confusing. They need to include a word bank or something so students know what they are doing on that line. There are good comparing problems, problems to arrange numbers in sequential order, and problems for plotting numbers. The problem I have is the lack of visible examples for students available. It is also helpful for students using the materials at home to have examples so that

			parents can better support their students.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This was actually done very well. Choosing problems that causes students to use the communitive property of addition, as well as making a ten to add, really helps with their procedural reliability, which leads to automatic fact fluency.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	p.156 #9-11 is very confusing and does not help with procedural reliability since students have to interpret shapes to find out the numbers. However, there is a lot of good practice that allows students to use the communitive property, related facts, etc in order to problem solve. I would include more word problems to help cover this standard to increase rigor and real world application since the focus is procedural reliability and not automatic recall of those specific facts.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This followed the standard and clarifications of ten more and ten less. I would suggest more practice for ten more,

			ten less, as skip counting by tens from 0 is technically not what is being called for in the standard.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	3 - Fair Alignment	Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material, however there was not enough practice for this type of standard. There needs to be more opportunities to explore with the various strategies.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	The two digit numbers in the problems did not go beyond 20. The clarification even give the example of 37, showing that it is expected for students to subtract single digits from numbers greater than 20.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	There are a few activities available for students to work independently or to discuss as a class (i.e. Math on the Spot, Math Talk, "For the Teacher" problems, etc). While these problems are good, there is a bit missing on an engaging class discussion. The

	• Help and support each other when attempting a new method or approach.		teacher could facilitate these discussions with some ideas listed in the TE, but the amount of questions on this MTR is limited.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This was done very well throughout the HMH materials. Many problems were presented in a variety of ways, allowing for students to practice various strategies. There were problems given that encouraged the use of manipulatives, drawing, etc.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	5 - Very Good Alignment	HMH materials contained a number of tasks that allowed for the practice of mathematical fluency. There were many opportunities for students to practice a variety of strategies to determine the best way (or a different way) to solve a problem.

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	There are a variety of opportunities for students to share and talk with one another about their mathematical thinking and processes. I do believe there could be more rigor within the embedded questions listed in the student text. For example, on p. 569 it just asks a yes or no question and says for students to explain. It needs to go a little deeper into discussing the differences and similarities between student thinking.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • 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	This was done well in the HMH materials. In some of the examples of materials listed, a bit more rigor could be added to connecting relationships. Ideas were kept more isolated on some topics instead of building off of each other.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	The related facts did a great job of showing justification.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	There multiple opportunities for students to apply math problems to real world contexts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are allowed to explain evidence in their oral explanations of problems. However, to better incorporate this ELA standard, I would recommend

			addressing this skill during word problems. Also, by allowing students to provide a written response, as in first grade the clarification explains that students will not only do this orally, but will start to write their justifications with support as well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many of the problems in the HMH curriculum are written in student friendly language.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This was done very well in the shapes unit. While I disagree with some of the vocabulary terms used as described in previous justifications (i.e. saying flat surface instead of faces), the strategies used really help with inferencing. There were also items in the TE that supported this ELA standard as well.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a good opportunities for practicing explaining thinking with students. I would suggest even more opportunities for student sharing and collaboration, but the ones provided followed the ELA standard.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There were ample opportunities to practice a variety of strategies in the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language was taught throughout the lessons and students were given opportunities to share using this language, or to justify in more social terms. The Write Math sections also allowed opportunities to practice this ELA skill.
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 is a section for multilingual support in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The multilingual section discussed using more social terms to help incorporate new academic skills and language taught.

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	As mentioned in standards' comments and justifications, some things aligned well and some did not. It looks as if the writer did not access the clarifications 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.	3 - Fair Alignment	Some items lacked rigor (for example, some of the addition and subtraction problems were too simple) and some were more challenging than the clarifications explained (for example adding quarters for the money unit was not part of the benchmark).
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	In its current state, the materials would just be very supplemental. The scope and sequence does not seem appropriate, and some of the benchmarks do not follow clarification guidelines. In my own first grade classroom, a lot of the materials would need to be altered to better fit the standards, edited due to errors, have numbers changed due to lack of rigor, or materials omitted due to not aligning with standard clarifications.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Some topics (such as coin identification) are glazed over, while others go into sufficient detail about topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	No, see previous justifications about not following the clarifications of standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	See comments above. The materials do not always reflect the clarifications.
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	Sometimes more time was spent on a simple topic (i.e. adding to 10 or 20) and not enough time was spent on other topics.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources reflected expert knowledge of 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	While the sources showed expertise in mathematics, there seemed to be a need for more knowledge of foundational primary instruction, as well as the new standards and their clarifications.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	There were some major errors as previously described in the justifications. There needs to be some proofing done throughout the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	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	Yes, the content was representative of the materials.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some errors that need to be addressed, as mentioned in previous justifications.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	The clarifications of the new standards needs to be reviewed by the writers.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	I would recommend that the materials' writers review the new standard clarifications to correctly align the materials to the current standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes, the materials were visually appealing and relevant for students.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes, the word problems and content were 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	Yes, there were ELA connections within the materials.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, while not many students were portrayed, the names and few visuals in the materials represented multiple ethnic groups. There was 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 noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The clarifications of the standards really need to be reviewed by the writers.

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 a number of good resources available for students and teachers within the consumables and online resources. There are additional materials available to teachers to help learners that need more assistance or intervention.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, it aligns with other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	I do not agree with the scope and sequence of the materials. It does not make logical sense with the new standards to present numbers 1-120 before

		having students add and subtract within 10. Students really need to explore facts within 20 before moving to numbers beyond 20. Counting to (on and from numbers within) 120 is more challenging to students than adding within 10 and 20. Also, greater than/less than (the words) should be introduced before the symbols, not together. There are many small instances like this throughout the materials where it could be organized better to fit the foundational needs of younger students.
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, the materials are visually engaging and easy to understand as a whole.
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 usually done well. There are a few instances where too much time was spent on less rigorous items and not enough time was spent on more other standards (see previous justifications).
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	Captions are available, it is compatible with assistive technology, etc.
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 is good. The scope and sequence of items really does need to be reviewed to help students learning foundational mathematics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The student consumables are laid out to engage young students. There are some online components that can also engage students. I do think more colorful pictures could be used throughout to help students especially with word problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes, the materials go through the standards based on main ideas and themes. I still recommend the writers review the clarifications to make sure the materials are teaching the correct points of standards and topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, the materials are clear and the outcomes are clear as 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	Yes, the TE also gives points for the teacher to cover.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Yes, many of the topics covered present a variety of strategies for students to try. Materials appear to be easily adaptable to meet the needs of struggling learners, as the TE has options for students needing interventions.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are multiple opportunities for students to engage mentally, as well as physically with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities were good, however some discussions lacked rigor and deeper thinking. See previous justifications for examples.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are multiple strategies listed that can help young learners grasp foundational concepts (for example using base ten blocks for adding and subtracting, not the standard algorithm).
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most of the strategies are good, however, some important connections are missing with some standards due to the clarifications of standards not being fully incorporated. For example, in the unit with coins, there was no emphasis on skip counting in order to count coins.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessments shown in the TEs aligned to what the materials covered. The loss of one point was because of the materials not aligning completely with learning outcomes in regards 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.	3 - Fair Alignment	As stated above, the assessments are effective with the materials presented, but do not fully align with the standards based on clarifications.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Yes, the UDL covers materials that consider all students' needs.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Yes, the materials cover ELA expectations and majority of the MTRs with either good or very 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	Overall the submission does a good job to support learning requirements. Edits to align

		materials to follow instructional standards' clarifications is needed.

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

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 455

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 material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that

	support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned 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.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
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 throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then

			record an number sentence to solve. Scenarios are represented with numbers, pictures and words.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of c = a + b. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
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	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.

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	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are various representations and orientations of circles and rectangles partitioned as examples and non examples.
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	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares,	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that

	trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.		involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.
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	While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.
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	Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of

			counting units to measure. Rules presented in the text all start at zero.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	Opportunities for 3 items compared directly and also for indirect comparison.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	4 - Good Alignment	Focus on time to the hour then half hour introduced with one-handed clock. Lacks connections to partitioning circles in half for half hour.
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	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
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.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where these is a quarter image in a series of nickels and

			all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2 ,and 5s. Visual resources such as hundreds charts are provided. Attention to patterns is not called out within resources.
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.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are note presented with word form and asked to relate it to the corresponding expanded or standard form.
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	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not

			provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on comping and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
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	Chapter 6 Lessons 10 and 11 include

			problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	Various lessons include the use of tools such as bast ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	5 - Very Good Alignment	Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent

			practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
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 allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to

		develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
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 aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
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 problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem) involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural,

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks 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 resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
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 with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with	5 - Very Good Alignment	The aligned print and digital components allow for all

the material. (For assistance refer to the answers on the UDL questionnaire).		students to access 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	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the begining of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)
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	Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	The TE materials provide some resources for adaptions based on language support. The

		Chapter at a Glace (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Tasks such as SE page 61 provide opportunites to mentally challenge students while still providing access to tools to solve.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to 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	Strategies align to the benchmarks taught.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Through the MTRs, instructional strategies are embedded through out the materials.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Summative assessments align to skills and strategies in the unit. (Example TE 106A)
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	Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities,

		etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

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

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Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Edition: N/A

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 455

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 material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

	text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned 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.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
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 throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of c = a + b. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
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	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
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	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
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	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

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	While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.
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	Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	Opportunities for 3 items compared directly and also for indirect comparison.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	4 - Good Alignment	Focus on time to the hour then half hour introduced with one-

			handed clock. Lacks connections to partitioning circles in half for half hour.
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	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
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.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where these is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2 ,and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
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.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are note presented with word form and asked to relate it to the corresponding expanded or standard form.
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	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on comping and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
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	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Various lessons include the use of tools such as bast ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	4 - Good Alignment	Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
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 allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
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 aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
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 problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks 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 resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
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 with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access 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	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the begining of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

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	Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	The TE materials provide some resources for adaptions based on language support. The Chapter at a Glace (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Tasks such as SE page 61 provide opportunites to mentally challenge students while still providing access to tools to solve.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to 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	Strategies align to the benchmarks taught.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Through the MTRs, instructional strategies are embedded through out the materials.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Summative assessments align to skills and strategies in the unit. (Example TE 106A)
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	Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

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

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012030 - Grade One Mathematics

Bid ID: 455

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -).Color or background can not be adjusted and this would be essential for some of our learners.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	5 - Very Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	no size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	Great amounts of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

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Edition: N/A

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 456

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The materials presented do address all of the benchmarks, There is sufficient student practice and most topics move from concrete to abstract practice for students. The content is lacking in embedding the MRT's into the benchmarks. It also has limited horizontal alignment and some topics are only lightly covered. Finally, the incorporation of the

	critical thinking skills to promote advanced thinking is sparse.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	4 - Good Alignment	Meets the benchmark. Focuses heavily on bar models, but does allow for open exploration.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Meets benchmark. Provides a lot of practice. Would have like to see some additional conceptual understanding built into the initial practice.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	4 - Good Alignment	Taught with MA.2.AR.2.1 & A.R.1.1-Multiple opportunities for students to practice. Would have liked to see several visual representations including and varied practice.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	4 - Good Alignment	Meets the benchmark. Good visual representations. Would have liked to see student checks

			for understanding include more variety including select all/open ended questions/correct incorrect answers.
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.	3 - Fair Alignment	Abstract seems to precede concrete representation in the instruction.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	Meets benchmark. Missed opportunities to align this benchmark with others.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	4 - Good Alignment	Meets expectation of 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	Benchmark expectation is met with ample student practice.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Benchmark expectation is met with ample student practice.
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4 - Good Alignment	Meets benchmark with guided student practice.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	4 - Good Alignment	Meets benchmark with guided student practice.

MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	3 - Fair Alignment	Could use additional student practice.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	4 - Good Alignment	Meets benchmark. Would have like to see more integration with A.R. benchmarks.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	Meets benchmark expectations.
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.	2 - Poor Alignment	Missing two step problem practice.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	4 - Good Alignment	Meets benchmark expectations. Could use more practice.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	4 - Good Alignment	Meets benchmark expectations but could use more practice identifying appropriate use of dollar and cent signs.

MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets benchmark could use more student practice in writing in expanded form.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Meets benchmark using traditional modeling methods.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Good alignment to the benchmark and allows for open ended student practice.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	3 - Fair Alignment	instructs according to the benchmark, but includes very little student practice.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	3 - Fair Alignment	Instructs according to the benchmark but has limited modeling and student practice.
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	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	4 - Good Alignment	Meets benchmark expectation with a heavy reliance on base ten blocks.

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	This benchmark must be inferred from the TE and SE.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Appropriate use of modeling and hands on practice.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	4 - Good Alignment	Strategies are explicitly taught and spiraled throughout the curriculum.

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	4 - Good Alignment	Multiple opportunities for real world application

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate for 2nd grade students.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Strategies are taught to teach word problem 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	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would benefit from rubrics for student self assessments.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Language and speaking included in TE but is sparse.
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	Multilingual support provided in TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Would benefit from more guided questions/question stems for ELLs.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs are sparse and horizontal alignment is lacking.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The content is consistent with 2nd grade expectations.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There is an ease of use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Sections include appropriate amounts of modeling/student practice. However, some topics are lightly covered.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity is appropriate except for 2 step word problems.
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	Difficulty is appropriate for 2nd grade students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Most of content matches appropriate time period, but some topics could use additional time. ie. rounding.
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 are qualified.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Experts are qualified.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No typographical errors found.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Instructional best practices are evident.
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 erros found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are evident.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	All 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 matches 2nd grade interest levels.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real world connections are evident.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Interdisciplinary connections are shown in the TE, but are sparse.
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	Multiculturalism is relegate to names in story problems.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No violations of this criteria.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs

		are sparse and horizontal alignment is lacking.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	Includes PD/guided questions/extension activities, but they are generic and sometimes repetitive.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	TE and SE are appropriately aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Presentation of material is expected and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Writing and illustrations support each other.
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 in most instances. Some topics need additional time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	UDL appears limited to technology pieces of the program.
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 meets expectations but could use additional UDL and teacher PD supports.

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Appropriate amounts of book work/hands on practice is included.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Content focuses on benchmarks, but does not provide enough practice or horizontal alignment for some topics (rounding/two step word problems).
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	I can student statements and vertical alignment included in TE.
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	Significant student practice is included, but needs to include additional higher order thinking skills including error analysis and open ended responses.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	TE guidance and support is generic and repetitive.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Student practice and hands on practice included to get from concrete to abstract work.
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	Student practice and hands on practice included to get from concrete to abstract 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.	4 - Good Alignment	Best practices used in instructional methods.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Best practices used in instructional methods.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Lesson and unit checks included in the curriculum.

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Spiral reviews included as well as chapter/unit assessments. Could be enhanced through additional performance tasks/discussion checklists/open ended responses.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Student submissions are generally limited to paper/pencil "expected" responses of drawings or numbers.
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	Does not include a comprehensive resource/check of 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	Instruction and teacher support is sufficient. However, curriculum is limited on UDL principles and MTR application.

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 present
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No social justice 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?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex. - types of housing for different groups of people.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012040 - Grade Two Mathematics

Bid ID: 456

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -). Color or background can not be adjusted and this would be essential for some of our learners.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	5 - Very Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	no size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	Great amounts of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Edition: N/A

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 456

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 material is appropriate. The biggest issues are the lack of resources for Access Points students and the limited assessment. The exit ticket is included in the student workbook, but on the homework pages. Not all resources are easy to locate.

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	full alignment to the standard
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	full alignment to the standard
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	full alignment to the standard, visual and practice of what odd and even means.
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	full alignment to the benchmark, practice from equal groups to arrays
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	full alignment to 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	full alignment to the benchmark, practice with different types of data displays
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	full alignment to 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	full alignment to 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.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	full alignment, but opportunities for students to practice hands-on can be added
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	full alignment to the benchmark
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	full alignment
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	full alignment and numerous opportunities to practice
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	aligned
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	aligned, but more practice on solving one step then into two steps

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	full alignment
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	full alignment, both sides of the coins used in practice problems
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	full alignment
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	full alignment
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	full alignment, but more practice of identifying the entire range of numbers that will round to a particular 10
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	fluency included but not integrated throughout
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	aligned
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	5 - Very Good Alignment	aligned

	no larger than 100, with procedural reliability.		
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	fully aligned
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	aligned and opportunities present
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	aligned and opportunities present

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

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

	• 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	aligned
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	aligned
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	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	opportunities throughout
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.	4 - Good Alignment	aligned
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL support provided, more languages 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.	5 - Very Good Alignment	full 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	full alignment
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Adaptable for classroom instruction, supplemental items will still be needed
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	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	matches grade level ability
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	adequate amount of time to teach
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	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	aligned
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 and not errors notice

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 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).	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	content factual and free of mistakes and inconsistences
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 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	presented in an appropriate manner
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	life 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 is meaningful 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	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	living things portrayed with compassion
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 covered in material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	resources 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 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	materials consistent
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	readability 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	pacing 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 allows for all to access content
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	material presented in an organized manner

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	some motivational strategies present

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	explicit instruction statements and outcomes present
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	materials provide guidance
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	support adaptable
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	active participation included
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	logical extensions present
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	targeted instructional strategies present
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	targeted instructional strategies effective for targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment strategies lacking
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	the needs of most learners considered, not access points
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	appropriate application

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	learning requirements satisfied

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: Kaley Metzler

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 456

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.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Students practice many multi-step word problems that are relevant.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	Students are solving these problems, but do not have the area to explain why they are true or false.
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	Word problems and equations are used to find the unknown in any position.
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	Students practice this benchmark with manipulatives, pictures, etc.
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	Students use pictures and equations to practice this benchmark.
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	Students represent data using all the correct types of charts and graphs.
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	Students use addition and subtraction while interpreting data.
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	The curriculum using the correct terms to identify the portions.

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	Students portion rectangles during the fractions section.
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	The curriculum covers the correct shapes that match the benchmark.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	The attributes match the benchmark.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Students determine symmetry in many shapes.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	Unit segments include cubes and a ruler.
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	The curriculum using the correct shapes to measure perimeter.
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	Student measure using all of the units using, meter stick, cubes and a ruler.
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	Students use tools to measure and determine the differences in length.
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	Students use real world tools to measure objects.

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	Student tell time in many ways using both types of clocks. Lesson 12.4 teaches students am and pm.
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	Students solve real world problems using money. Some of the problems have them use more than one step.
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	Students represent a number in expanded form, word form and standard form. They use many methods to understand the concept.
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	Place value includes three digit numbers. Students represent it in many ways.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Student use the number line to plot, order and compare numbers.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	Number lines are used to help students with this concept.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Many lessons and methods help students practice this 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	Models and place value charts are used in the lesson.

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	Students solve these problems using real-world conceptions and equations.
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	Many methods are used for students to explore this benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	There are areas to explain their thinking.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.	5 - Very Good Alignment	Students use many different manipulatives throughout the curriculum.

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Students build fluency of concepts throughout the topics.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Math Talks are included in the lessons. This is an opportunity for students to have discussions.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Many areas involve students understanding a pattern.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	The explore section involves this MTR.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	The Problem of the Day, word problems and measurement lessons connect to real-world concepts.

	• 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	In independent practice and assessments, students need to explain their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The word problems and concepts allow for comprehension of grade level text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	When estimating, students need 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	Throughout the lesson, students must listen to the directions and teaching.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Some of the space allows for students to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Math talks help students practice this concept.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	5 - Very Good Alignment	Math talks helps ELL students

	for academic success in the content area of Mathematics.		communicate with peers and teachers.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Math talks helps ELL students communicate with peers and teachers.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The curriculum aligns with the state's 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 skill level matches second grade learners.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are adaptable for every classroom. Students learn through multiple methods.
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 I can statements help students understand the significance.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The complexity is aligned to the grade level, especially when students learn and use 3-digit numbers.
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 pacing and flow is organized correctly.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The information was portrayed in an expert manner.
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 align to the quality of the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	All the links connected to the correct material needed for the benchmark.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There was no notice of 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	It matches 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	All of the 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	The content matches our new 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	The material is relevant to the benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Most of the content is relevant to second graders.
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 content is connect to 2nd graders life and 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	Most of the content is meaningful and creates connections.

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	All of the activities and materials are provided through the curriculum.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The topics and methods align to both.
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 in a way for students to learn concrete to abstract.
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 of the manipulatives are helpful to students. For example, there are visuals of place value cubes to help students learn 2-Digit and 3-Digit numbers.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The pace is acceptable for the grade level and school year.

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	ELL supports and common misconceptions are explained in each lesson.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation requirements are great.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Different teaching styles are given as options.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The big ideas are thoroughly taught using different methods.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clear to the teacher and students through the standards written on each lesson and the I can statements for students.
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 taught many methods and ways of solving problems to later choose which one works for them.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	"Ready for more" has students using 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	There is some activities that involve movement and learning through the kinesthetic style.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials are well organized.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The lessons build from concrete to abstract.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The methods teach to the targeted outcome.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The students need to explain their thinking when completing the assessments.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessments are aligned to the learning outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The lessons adhere to all learning styles and provide ELL accommodations and remediation lessons.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The lessons align to all the 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	The learning requirements are 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	The material prohibits CRT in all 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	It omits this way of teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	It omits this subject.
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 SEL standards are not a focus in the curriculum.

Reviewer's Name: Tristin Ballentine

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 457

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall, this material is highly recommended to be successful in student learning and understanding of the new Florida BEST standards. The components are visually engaging and incorporate the needs of all student learners. It provides a multitude of resources for teachers, parents and students alike. The curriculum creates many hands-on activity

	opportunities where students are able to apply their learned skills in real-world environments while collaborating with peers. Additionally, each lesson provides in-depth instructional practice for teachers, including appropriate standards/learning outcomes, hands-on tools & manipulatives, vertical progression alignment, intervention strategies, differentiated instruction tips, and more. This will assist in teachers feeling equipped with less preparation required on their end.

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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be

			addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed.

			Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	5 - Very Good Alignment	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers

			are provided expected student understanding of the standard before and after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.

MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of  as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	5 - Very Good Alignment	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student

			understanding of the standard before and after the provided grade level.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the

			standard before and after the provided grade level.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and

			after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed.

			Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.

MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be

			reviewed and incorporated into more areas throughout the curriculum.
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate,

			allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
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	While this standard is explicitly taught in only some lessons, it is taught with allowance of all DOK levels to be addressed. It could be reviewed and incorporated into more areas throughout the curriculum.
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	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	This mathematical and reasoning standard is utilized

	• 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.		throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within

	• 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.		many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson

	• 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.		and demonstrated throughout.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	This mathematical and reasoning standard is utilized throughout the curriculum in its entirety, focused on throughout several lessons and within many student critical thinking strategies. The MTRS is highlighted at the start of every lesson and demonstrated throughout.

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This standard is utilized throughout multiple lessons and strategies within the curriculum.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Standard address in multiple lessons with appropriate DOK. Multilingual glossary is provided. Explicit vocabulary instruction provided, in addition to differentiated instruction and small

			group practice to target learners.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Standard address in multiple lessons with appropriate DOK. Multilingual glossary is provided. Explicit vocabulary instruction provided, in addition to differentiated instruction and small group practice to target learners.
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	5 - Very Good Alignment	This standard is explicitly taught and reviewed throughout multiples lessons within the curriculum. Its complexity level and expectations vary where appropriate, allowing for all DOK levels to be addressed. Additionally, teachers are provided expected student understanding of the standard before and after the provided grade level.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The curriculum content appropriately aligns with the state's standards and benchmarks for subject, grade level, learning outcomes and DOK.

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 curriculum content is written to the correct skill level and DOK of the expected standards and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	All materials appear to be adaptable and useful for various styles of classroom instruction, while effectively reaching all learners.
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 provide details by tapping into prior knowledge and real life experiences in TE. Additionally, materials provide detailed strategies for students to understand the significance and importance of topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The DOK of the content matches standards and benchmark expectations.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The DOK of content matches the expectations of student abilities and skill level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The content actually seems to provide extra materials to be utilized during classroom instruction, allowing for flexibility specific to a teacher and their classroom.
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 of primary and secondary sources list and reflective of expert knowledge.
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 of primary and secondary sources contribute to the quality of content in materials.

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Curriculum 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	Curriculum is presented objectively and inclusively.
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 content represents theories, concepts, strategies, standards and models used within 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	Curriculum materials are 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	Curriculum content is up-to-date, recent and appropriate according to research and standards of practice.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The curriculum content is presented to the standards and benchmarks in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is presented in an appropriate and relevant context for learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Each lesson includes a real-life connection and/or comparison to tap into prior knowledge and keep content relatable.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	The materials include interdisciplinary connections to ensure meaningful content to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	5 - Very Good Alignment	Representation of various cultures and social groups remain unbiased and fair.

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		Students with disabilities, different backgrounds and cultures, as well as race and age are demonstrated throughout the materials in their entirety.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials portray people and animals as considerate of others needs and values.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall, content of benchmarks and standards are covered in the material 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.	5 - Very Good Alignment	Vertical progression, standards, vocabulary, overview, benchmarks, learning outcomes, and instructional strategies are all provided in lessons, preventing teachers prep for additional materials. Strategies for multilingual learners are provided, in addition to intervention materials and differentiated instruction.
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 do align with the curriculum and each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The materials are consistent and provide a routine/logical organization of the content.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	The narrative and visuals of the curriculum engage students in reading and/or listening

understanding of the content at a level appropriate to the students' abilities.		strategies in addition to their understanding of the content at an appropriate level.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The amount of content presented for each lesson is consistent and moves at a rate that allows for student understanding.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The web-based Ed platform is compatible with assistive technology that can be adjusted accordingly. Online content is designed in a digital-first environment and targets the ADA. HMH programs include materials that are accessible to students who require paper components. Student Editions and other materials are available in print format, and many digital materials are downloadable/printable.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, the curriculum truly satisfies the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Instructional materials include features such as differentiated centers, paired learning activities, games, manipulatives and tools to keep students engaged beyond the curriculum workbook and routine lessons.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Individual lessons combine to make chapters. Chapters are then groups into bigger idea areas.

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each chapter lesson contains clear statements of information and outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Materials provide teachers with support to help differentiate instruction and help students become more independent learners and thinkers based on individual student need.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The web-based Ed platform is compatible with assistive technology that can be adjusted accordingly. Online content is designed in a digital-first environment and targets the ADA. HMH programs include materials that are accessible to students who require paper components. Student Editions and other materials are available in print format, and many digital materials are downloadable/printable. Additionally, each lesson provides support for multilingual 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	Instructional materials include features such as differentiated centers, paired learning activities, games, manipulatives and tools to keep students engaged both physically and mentally.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Materials include organized activities that logically extend content goals and learning outcomes.
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 strategies known to be successful for teaching the learning outcomes targeted in the

		curriculum requirements and expectations.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Various instructional strategies are incorporated into the materials to effectively teach targeted learning outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Curriculum materials correlate with assessment strategies and desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment strategies incorporated into the curriculum materials effectively assess learning outcomes and performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The curriculum materials incorporates many strategies, materials and activities to consider the needs of all students. However, it seems to be somewhat limited. It does show that gaps would be addressed through updates.
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, appropriate application of these are incorporated into curriculum materials appropriately.
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 curriculum submission adequately 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	Yes, overall the materials seem to align to this rule.

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

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012050 - Grade Three Mathematics

Bid ID: 457

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -). Color or background can not be adjusted and this would be essential for some of our learners.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	5 - Very Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	no size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	Great amounts of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Joseph Ratasky

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 457

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 overall usability would be fairly easy for the average teacher to use. However, this would only garner average learning by the students. Using this textbook you would need a knowledgeable teacher to implement above and beyond what is written in the student and teacher editions to meet the Mathematical Thinking and Reasoning standards. A

	teacher could simply have students open to a Lesson/page in the book and read through the opening problem, solutions, and examples but this wouldn't mean the deep conversations and explorations into the math are happening. The problems could be used for this, and some notes suggesting this are in the TE, but it will be up to how teachers use this product in their classrooms ultimately that will determine student success with the B.E.S.T. standards for mathematics.

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	From the evidence shared, meets the standard
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	In most of the lessons, the title of the lesson gives away the operation. Students should be using the context of the problem to determine the operation.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	From the two examples provided, seems aligned.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	2 - Poor Alignment	There is only one lesson given as an example, and in the lesson there are only a few practice problems relating this 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.	4 - Good Alignment	Only one lesson truly matched this standard, but the others listed could be considered as applying the standard in different situations
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	This could have been met better by not talking about divisibility rules
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Only one specific example was given, it seems to meet the standard, but not much practice with the standard
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	From the examples listed, seems to meet the standard
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been 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.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been tables
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form	3 - Fair Alignment	No examples of fractions greater than one, too much use of "parts out of" terminology vs.

	of  as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.		talking about groups of unit fractions
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	3 - Fair Alignment	From the examples shared, fair alignment, needs more models of fractions greater than one on a number line, and no examples of mixed numbers
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Should be more emphasis on using number lines and plotting fractions to order and compare according to the benchmark
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	4 - Good Alignment	Only two lessons, but seem aligned to benchmark
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.	2 - Poor Alignment	The term right angle is used quite often, the benchmark calls for the terms square angle or square corner. Also more emphasis on lines, points, line segments, etc. in abstract pictures vs. with shapes. Box on page 741 is confusing, because it is 3D it skews the view of the angle.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals	3 - Fair Alignment	Lesson 2 uses right angles and "less than" and "more than" right

	include parallelograms, rhombi, rectangles, squares and trapezoids.		angles to classify shapes, this is 4th grade. Venn diagrams are not specifically mentioned until 5th grade standards.
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	Examples meet the benchmark.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	Defines area as the number of squares "inside" a figure rather than "covering" the figure. Lessons 3 & 4 should be GR.2.2 as multiplication is used. GR.2.1 should be a connecting benchmark for Lessons 3 &4.
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	The GR.2.2 should be a connecting benchmark with Lessons 1, 2, & 5.
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Students should be encouraged to find their own formulas for perimeter, not given one.
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	Examples shown meet the 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.	2 - Poor Alignment	Line plots with fractions are no longer in 3rd grade.

MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Problem solving involving measurement units should be whole numbers not fractions, there are a few word problems involving fractions.
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.	3 - Fair Alignment	The lesson on am/pm is a 2nd grade benchmark.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Examples given meet the benchmark.
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	Example given meets the benchmark
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	Example given meets the benchmark
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Examples given meets the benchmark
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Students should develop their own methods for rounding rather than be given a procedure such as on page 46. Rounding is an example of estimation, not the only way to estimate, students should not be told to round to certain place values when estimating sums and differences.

MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	The lessons show many different strategies for addition and subtraction, however they are all part of different lessons rather than comparing and contrasting the strategies and determining when one might be most efficient.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	4 - Good Alignment	Only two lessons involving division models.
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	Examples meet the benchmark
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	Examples meet the benchmark
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	If used as the book shows, most of the thinking is done for the students in the examples. A teacher could use the problems without the book to engage in MTR.1.1

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	The examples show different models or strategies, but there is not a lot of questions asking students to compare or find what is the same about them
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	There are opportunities for students to demonstrate fluency, however they could just copy what is shown in the examples in the book. The teacher will need to talk to or ask the students to demonstrate their understanding.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	3 - Fair Alignment	The opportunity is provided in the book, however it will be up to the teacher to

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		facilitate these discussions.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	Most of these examples use patterns within the lesson, however they do not connect to prior times when students may use certain strategies, such as connecting equal groups of single digit factors to future work with equal groups of 2- or 3-digit factors.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	There are decent opportunities for students to assess the

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		methods from the book. The teacher will need to ensure students are also assessing each others' work.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The examples demonstrate the standard
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There seem to be an adequate amount of opportunities to meet this standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	The examples seem to meet the standard

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	3 - Fair Alignment	Did not see many examples of fractions greater than one until the set fractions lesson, could use more examples of fractions on a number line when introducing fractions and 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.	4 - Good Alignment	Mostly the lessons aligned with the standards for the grade level
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	There were a few lessons that seemed to align with different grade level, such as tally marks, fractions on line plots, use of Venn Diagrams, etc.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The problems in the lessons could be used for classroom use pretty much as is.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Most of the content seems aligned with the level
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Most of the content seems aligned with the 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	Most of the content seems aligned with the level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	The time period for teaching in a lesson and for the year should be possible
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 multiple examples of cited 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	The cited resources support content knowledge
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not see any 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	I did not see any examples of this
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 see anything that stood out
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not see any mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Everything seemed 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	Everything seemed up to date
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
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 any unfair or biased portrayals

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	I did not see any examples of this
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, 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	With some adjustment the teacher could easily use what is in the book alone
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Seems pretty simple to choose materials to use
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 TE is simple to understand and the flow is simple
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	Typical compared 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.	4 - Good Alignment	Seems to allow enough time for most standards, some such as rounding could use more time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are suggested resources the teacher could 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).	4 - Good Alignment	Overall, it is similar to pretty much all K-5 math textbooks available

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Average for a textbook
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Follows the standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear instruction for the teachers
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Most of this work will need to be done by the teacher, but there are opportunities
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are many ways to adapt the resources in the teacher edition, it will be up to the teacher to do this
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	A teacher could adapt this to make it more engaging, but as it is, it is no more engaging than any other textbook
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There are options for the teacher in the teacher edition
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	Seem to be aligned to what the standards call for
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Seem to be aligned to what the standards call for

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Many opportunities for varied assessment
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The textbook clearly aligns outcomes with the assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are suggestions in the teacher edition, onus would be on the teacher to make these adjustments
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	Again, it will be up to the teacher. As written I don't see the MTR's being met without interjection from the teacher
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	I would say this is an average textbook, nothing really stands out for the positive or the negative

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
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
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
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

Reviewer's Name: Stephanie Sharrer

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 457

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.	Alignment to the benchmarks and the information provided in the benchmarks and clarifications is sometimes lacking, either not going far enough or going too far into the next grade level or content that is not necessary for the grade level. It follows a gradual release model and provides a lot of scaffolding for the average student.

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.	3 - Fair Alignment	Distributive property for 1-digit by 2-digit numbers was not a focus of these lessons and there were no arrays in the multiply by 11 or 12 lesson to help students make sense of the purpose of the property and its usefulness
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	Provides 1 and 2 step word problems but does not provide different types of word problems according to the situations appendix in the BEST standards; mainly shows quotative division and not partitive division
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Hits the majority of the standard; very few problems extend to factors beyond 9
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	Hits the standard but only allows for minimal 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	The unknowns in the equations are included in different spots, but none were seen as quotient =

			___ divided by dividend
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	2 - Poor Alignment	Only addresses even and odd when referring to patterns in addition or multiplication table, not identifying whether numbers by themselves are odd or even
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Shows different ways of finding multiples and provides some word problem applications
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	Provides opportunities with patterns with different operations
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	Variety of graphs (some horizontal and others vertical); includes some scaled options
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.	3 - Fair Alignment	Asks one and two step questions with different types of graphs; no circle graphs
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of  as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.	4 - Good Alignment	Has students write fractions as a sum of unit fractions; provides models to support

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	good practice naming and understanding fractions using different representations to bring meaning to what a fraction is
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	minimal practice plotting fractions on a number line and using the number line to compare and order fractions
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	2 - Poor Alignment	many problems are asking students to generate equivalent fractions and are not focused on determining whether fractions are equivalent or not; number lines are not used in this process
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.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them; the intent of the benchmark is not venn diagrams of shapes

MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	3 - Fair Alignment	good practice identifying and drawing lines of symmetry, but goes beyond the scope of the benchmark by making students draw figures with lines 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.	3 - Fair Alignment	The first 2 lessons are decently aligned; focus more on area of irregular shapes than on area of rectangles; the last 2 lessons linked relate more to 3.GR.2.2
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	3 - Fair Alignment	gives students the opportunity to make sense of the area formula and use it to find the area of rectangles; goes beyond the clarifications of up to 12 x 12 rectangles
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.	2 - Poor Alignment	the intent of the benchmark is not to find missing side lengths; the problems go outside the clarification of up to 12 x 12 rectangles
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.	3 - Fair Alignment	some shapes are rectangles and ask students to make them composite shapes; many composite shapes have more than 2 parts, so there is not much practice for

			composite shapes made of 2 rectangles
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	2 - Poor Alignment	goes beyond the extent of the benchmark; fractions of cups, cups, pints, quarts, and gallons, weight of objects; does not have students measure to the nearest centimeter
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.	2 - Poor Alignment	goes beyond extent of benchmark; how many 1/2 cups are in 4 cups (dividing a whole number by a fraction); requires conversions to 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.	3 - Fair Alignment	students can tell and write time from an analog and a digital clock; they are expected to describe the time in words which seems to be beyond the extent of the benchmark; no practice on having a clock show a given time as shown in the B1G-M document
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	3 - Fair Alignment	not many opportunities to cross an hour when calculating elapsed time, but gives practice solving different types of time interval problems

MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	practice with forms of numbers to 10,000
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	3 - Fair Alignment	not too much practice writing expressions and equations for the decompositions
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	good practice plotting numbers; not as much practice using number lines to compare numbers
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	shows rounding on a number line and has students practice rounding to estimate sums and differences
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	3 - Fair Alignment	provides opportunities to add and subtract; does not relate strategies to bring meaning to the work
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	includes different representations of multiplication (many more than are required by the benchmark), but gives practice for each modeling
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 practice and visuals for multiplying by multiples 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.	4 - Good Alignment	good practice using efficient strategies to multiply
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	has some opportunities
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	allows for multiple ways to solve problems, but doesn't always encourage building the connections between the strategies
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	2 - Poor Alignment	does not build on the different levels of

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		fluency as discussed in the BEST standards
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	3 - Fair Alignment	has some opportunities
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	2 - Poor Alignment	does not focus on building connections to previously learned materials and relating current content to past information

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	2 - Poor Alignment	reasonableness is not highlighted very much; could have easily used lessons on estimate sums and differences to show how rounding helps you assess the reasonableness
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	3 - Fair Alignment	some problems relate to student interests where as others do not

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	does not ask students to support with evidence
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	has some opportunities
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	has minimal opportunities
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	has some opportunities
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	has some opportunities
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	has minimal opportunities
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	has some opportunities
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	has some opportunities
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	4 - Good Alignment	allows students to interpret the meaning of a unit fraction

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	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
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	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	can be implemented in the classroom with some changes necessary
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 provide sufficient details, but others need more
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	some benchmarks are better aligned to the intent of the benchmark and the instructional items in the B1G-M than others
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	the level of the lesson sometimes meets the student abilities and grade levels but sometimes do not match
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 lessons need additional time for the difficulty of the benchmark
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	good information on content for teachers

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	good use of additional 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 noticed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no 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).	5 - Very Good Alignment	none seen
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 in facts seen
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	decently up to date but lacks some of the current research on math fluency and not using the gradual release process
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; some are outdated
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	at times brings in additional content areas
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	4 - Good Alignment	seems fair and unbiased

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	no issues seen
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	some times; there are discrepancies

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	some benchmarks are well taught and provide enough resources, while others would require quite a bit of additional teaching materials
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	some issues 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	at times the order does not make sense but for the most part seems reasonable for the course
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 mostly engaging for a textbook
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	some lessons are better chunked than others so some are more manageable at one time than others
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with	3 - Fair Alignment	seems to be easily used

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	decent presentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	some ideas are taught well and thoroughly but not all
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear statements of information and outcomes present
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	sometimes there is too much scaffolding that does not allow for students to be problem solvers
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	has options for reteach, enrichment, ESE, and ESOL
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"
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 good activities to extend 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.	3 - Fair Alignment	some strategies that are effective but mostly older teaching styles
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	too much scaffolding and gradual release instead of allowing students to persevere in problem solving
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	correlation seen
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	some assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	considers many groups of students
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	some MTRs are integrated better than others
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	standard

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 seen
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT 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?	5 - Very Good Alignment	none seen

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012060 - Grade Four Mathematics

Bid ID: 458

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -). Color or background can not be adjusted and this would be essential for some of our learners.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	4 - Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	no size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	Great amounts of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Natalie Muldoon

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 458

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.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	good balance of remainder interpretation
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	fraction types are accurate as per benchmark
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	good use of real world problems
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	practice with true/false & explanations
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	good use of models
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	0 an 1 not prime or composite - need better clarification of that
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	presented in a variety of ways
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	Are they asked to collect any data?
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	includes all types of data representation in benchmark

MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	real world problems are realistic
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 real world examples
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	correct use of fraction types and denominators
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	includes different types of models as well as how the numerator and denominator are affected
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	great number line use
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	objects, drawings, and equations included on one example to compare and reach all types of learners
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	little word form
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	lacking 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	begins with unit fractions to extend previous understanding
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	reflex angle illustrations are misleading
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	protractor use
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	need more practice with unknown angle measure
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	missing practice with variable for missing side
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	real world examples - a chapter for each
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	temp in separate chapter
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	time in separate chapter
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	no items with fractions

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	well done
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	begins with models
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	stays within limits
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	includes number lines - stays within limits
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	stays within parameters set in benchmark
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	number line use
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	includes product first
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	teached multiple strategies
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	different strategies shared
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	multiple 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	rounding in more than one lesson

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	ample practice
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	follows benchmark
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	many methods modeled
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	many types of models included throughout

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	not explicit, but implied use
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	In MathTalk

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

	• 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	many opportunities to explain
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	grade level text
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	some opportunity for this in launches
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	a lot of suggestions to discuss in teacher sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	clear instructions in teacher sections
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Launch Into sections
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	Strategies for Multilingual Learners
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	SEL section

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	see alignment above
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	see alignment above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	good balance of practice and instruction with spiral review and problem solving
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	mostly
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	including most of the BIG M clarifications and instructional item types
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	test is on grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Overall pacing is fair - considering progress monitoring and not FSA next 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	yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not come across any

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	great use of models
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	none found
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	MTRs included
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	much is relevant, ie. manatees
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	many consistent real world connections throughout
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	opportunities to read and write - various content areas incorporated
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	consistent use
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?	5 - Very Good Alignment	majority very good alignment

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Thorough teacher PD and side information in TE
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	yes within my scope
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	in order of BEST Standards
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	relevant and colorful
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	I believe the rate is fair
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	Waggle
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 with Waggle component is well done

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	real world connections, good spacing, colorful, nice photos

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Launch sections
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	BEST benchmarks and MTRs clearly notated with clear I Can statements per 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	decent scaffolding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	many strategies and models with good teacher support
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	more mental than 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	sufficient and aligned practice, spiral, and assessments
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	lesson checks, reviews, performance assessments, and summatives with various item types also included in practice items
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	aligned well to instruction and practice

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	ELL included, but enrich activities are not very rigorous, some tier 2/3 activities, but may be more in Waggle
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 clearly stated anf good use of text
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	most learning requirements 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	no CRT seen
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	none 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?	4 - Good Alignment	includes SEL in teacher parts

Reviewer's Name: Melissa Soto

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 458

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 is very easy to use and provides ample professional development and support content for teachers. The curriculum provides ample resources for teachers to teach the standards as well as assess the standards. And, additional practice is provided for those students who need reteaching. One recommendation would to include

	content that could be used during an intervention block to support prerequisite skills prior to students learning the grade level standard. Content for proactive teachers is not present, only reactive content. Although visuals and concrete representations are included in many lessons, additional practice scaffolding the use manipulatives and linking them to procedures could be included. Additionally, teachers would benefit from multiple activities to support content specific vocabulary rather than just the one page for each chapter.

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	Aligns to the standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Ch. 5 Lesson 1 doesn't involve addition and subtraction of fractions. Otherwise, the other lessons provide adequate problems involving the content of the standard with some variety in the problems.
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	Problems provided with visuals understand the concept within the standard.
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	Only 6 practice problems provided.

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	Lesson content aligns to stanard.
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	Although multiples are not mentioned in the BEST standard, they are included in this lesson grouped with this standard. MAFS.4.OA.2.4 included multiples in the standard, however this content includes multiples. Although NSO.2.1 is also referenced, I don't see the term multiples included in any of the BEST standards.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	The standard is aligned, however additional practice should be provided.
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	Content matched the standard and provided ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	Skill demonstrated pg. 517-522

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	Content aligns well.
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	Content aligns well.
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	Content aligns well.
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	Content aligns well.
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	Content aligned. Clarification #1 included in instruction.
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	Few practice problems, but aligned.
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	Content aligned.
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	Few "real-world pictures" (pg. 589-594, 595-600)as stated in the benchmark clarifications.

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	Content aligned and ample practice provided.
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	Content aligned and ample practice provided.
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	Aligns to standard. Ample practice provided.
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	Aligns to standard. Ample practice provided.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	3 - Fair Alignment	Attributes not clearly defined in given lessons.
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	Aligns the to standard stays within the benchmark clarifications.
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	Problems involving distance were not included. Problems did not include fractions.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	2 - Poor Alignment	Pg. 573-578. The standard states addition/subtraction problems. However, lesson 6 involves multiplication and division. The NSO standard also listed

			doesn't not include multiplication/division.
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	Content aligned
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	Content aligned
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Content aligned
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	Content aligned
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Content aligned
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Content aligned. Ample practice.
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	Content aligned. Ample practice.
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	Content aligned. Ample practice.
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	Content aligned. Ample practice.
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	Content aligned.

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	Content aligned.
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Content aligned.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Content includes practice in multiple places. MTR 1.1 listed beside discussion questions.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	Content includes practice in multiple places.

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

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

	• 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	Ample opportunities provided.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Grade level text included not only in word problems, but also in the "Launch Into" sections.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Not a skill embedded in a strong way.
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	Variety of situations not present.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Format evident within textbook content.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Explicit teaching of skill not evident.
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 strategies included throughout content.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL strategies include 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.	4 - Good Alignment	Most of the standards are aligned well.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Skills don't appear to go beyond the extent of the standard.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are very adaptable for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Additional teacher support beyond the text is needed, but most pages provide enough information.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity appears to match that of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the content matches the standards, and therefore matches grade level 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	The time frame provided in the instructional model will only work in ideal situations. Additional time will be needed for transition, set up, lesson adjustments as needed, etc.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Professional learning references published 10+ years ago, with some references published in the 90's. Use more updated references.

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 quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	An error was found and submitted to the appropriate contact.
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 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 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	All content is factual and accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content is taught in a progression that makes sense including a focus on the concepts being taught.
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 teaches the grade-level standards, 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	Context is appropriate for 9/10 year old students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content includes connections to Florida life such as Manatee and the Sunshine Skyway Bridge.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	A variety is disciplines are found within 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 representation can be found throughout the student textbook.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No inappropriate content found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, most of the content of the standards for this course are covered. A note was added for MA.4.M.2.2.

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	If purchasing all the resources provided in this curriculum, the teacher should not need 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 appear to be 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	Easy to follow organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	The content readability was appropriate for 4th grade students.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing may be a bit fast for ELL or ESE 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).	3 - Fair Alignment	Student textbook does not seem to have an audio component except for the interactive lesson. And, the audio that reads the pages in the interactive lesson sounds like a robot. The students are not able to access the audio for each component in the digital materials since they are in pdf format.
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 good alignment.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Topics are presented in an interesting way, typically with manipulatives or visuals.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Concepts are grouped together in a way that makes sense.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Chapters and lessons clearly state the goals and expectations for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Teacher resources questioned students in a way that allowed for students to think independently without fear of saying something "wrong".
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Lesson content includes support to ELL's or struggling students. Concepts are taught using various strategies including concrete and visual representations. Content is

		easily adapted to meet the needs of a variety of learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials engage the mental activity of students. Some of the activities involve physical activity, but not much.
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 included in the materials are organized in a logical way.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Practices for effective mathematics teaching can be found within the content. Lesson opening activity is often too guided (looking for very specific answers and strategies) to allow for students to develop their own ideas.
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 focus on the concept and links the concept to the procedure.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Strong 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.	5 - Very Good Alignment	Yes. Assessment items provide information regarding student understanding of the targeted outcomes, and provide remediation based on the assessment results.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Incorporate additional practice providing concrete and visual representations.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR.1.1 and MTR.2.1 could be strengthened in the content.

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 good alignment.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Nothing found relating to social justice and 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	SEL strategies not found.

Reviewer's Name: Lisa Figueroa

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 459

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	2 - Poor Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The GoMath series does not look like it has been updated to meet our new standards. It looks like the old GoMath lessons. It seems like editors tried to categorize the old lessons to align with the BEST standards. The geometrical reasoning section has portions that, although interesting, are inconsistent with the rest of the text ("connection to reading"

	and "connection to science"). The teacher edition doesn't offer much in the way of varying lesson ideas, or suggestions on what else to try to help students understand concepts. A few of the lessons do not align with 5th grade standards. Many of the lessons claim to address all of the MTR's, but that is not accurate; the language of the MTRs should be prevalent throughout the student text. This is not a series that I would want as a resource for engaging my students in the new BEST standards.

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	good opportunities for multi-operations
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	multiple opportunities for practice with fraction word problems
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	models with 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.	5 - Very Good Alignment	no nesting; keeping within parameters given in clarifications
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	no nesting, no exponents
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	limited practice with true or false

MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	plenty of opportunities to analyze word problems
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	opportunities for finding patterns with whole numbers, decimals, and fractions
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	decimal values to thousandths should be limited to hundredths
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	instruction on balancing point
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	good use of models
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of fraction bars and number lines
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	use of models
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	models and number lines; missing connection to decimals

MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models, appropriate word problems - both partitive and quotative
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	lots of practice with triangles and quadrilaterals
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	adequate coverage of 3-d figures
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
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	sufficient practice an good visual models
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	gradual move from counting cubes to formula
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	5 - Very Good Alignment	abundant use of visuals
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.	2 - Poor Alignment	asking student to write a rule for a given graph

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	graphing data from an experiment
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	no need for weight conversions? they do refer to grams; on p. 558, question about converting hL to daL - unnecessary
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	multiple opportunities for working with money
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	not enough attention to this standard, only addressed in one lesson
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	2 - Poor Alignment	only one lesson for a concept that requires more attention
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	not enough content to support this concept
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1 - Very Poor/No Alignment	no evidence of scaled number lines
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	2 - Poor Alignment	limited practice
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	limited practice and offering only "the" standard algorithm instruction

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.	2 - Poor Alignment	good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice
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	number lines not used
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.	3 - Fair Alignment	no instruction in estimation provided for multiplication with decimals but provided better creative strategies besides standard algorithm; instruction provided for estimation with division
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	many opportunities for practice of the concepts
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	no references to growth mindset norms; each lesson suggests MTR 1.1 is addressed, but I couldn't find any references in the student text; found references to effortful learning in teacher text

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • 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	variety of opportunities to use manipulatives and models for representing thinking
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	occasional references to fluency in students text; teacher edition offers activities to develop fluency
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	4 - Good Alignment	"math talk" sections encourage students to have conversations about given math questions

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

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		showing expressions; could encourage estimation with word problems
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	wide variety of real world situations involving math
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	questions throughout for citing evidence of answer
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	"launch into math" for each unit is interesting and related to real world Florida

ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	"launch into math" section good for inferencing
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	"math talk" sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	requires quality student work throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	"math talk" sections
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 communicating math ideas
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	students given opportunities throughout to work socially together on math ideas

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	relying too much on the standard algorithms rather than providing opportunities for developing strategies of other ways of calculating
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	some of the lessons address skills from middle school content
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	some of the number sense benchmarks don't have enough

		opportunities to explore and practice
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	would like to have more practice for some skills that will take longer to develop
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?; Ch. 17, L3 - write a rule for a given graph
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	just a handful lessons that don't apply to 5th grade standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	students will require more review of multi-digit multiplication than offered - although a standard from 4th grade, students will need more time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	5E's for each unit
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	reference to 5E's at the beginning of each unit;
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	spelling errors: "Identify and Classify Two-Dimensioal Figures," "quadrilatera,"
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 contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	good use of visual models; would prefer more number lines and less standard algorithm

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	just a few spelling mistakes; chapter 18 has a table with degrees F listed as 8-1/2 and 11-1/4(these are not reasonable values as we don't read temperatures in fractions and children would not be familiar with temps that cold
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	lip service given to fluency and number routines, but needs more appropriate fluency practice and exit tickets
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	content relevant to age
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 are connected to children's experiences
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	in the GR and DP sections, there was evidence of connecting to science and to reading; would like to have seen those sections throughout
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	wide variety of names represent many 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).	5 - Very Good Alignment	content is appropriate for children
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	mostly covering benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	teachers would need to find extra practice for some of the number sense skills
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	inconsistent with amount of practice for content; some lessons are not part of standards
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	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	other than the wide variety of names in the word problems which may be challenging for some students to read, the visuals 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.	2 - Poor Alignment	some areas not given enough attention or time for practice
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	offer strategies for ELL with each unit; RTI lessons 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).	3 - Fair Alignment	lessons that don't apply to curriculum could be skipped

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	interesting non-fiction info in "launch into math"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	covers the standards - just a few lessons not belonging to standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear expectations and mistakes to expect and how to address them
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	examples for each concept
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	reteach and enrich activities
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	students provided a variety of methods for 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	lessons open with concrete to representational to abstract
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	need for less of a focus on standard algorithm - seems to be prevalent throughout, not allowing for flexibility of strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	need for more examples of flexible strategies - too much emphasis on one way (standard algorithm)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessments related to benchmarks
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	4 - Good Alignment	would like to see more opportunities for formative assessment such as exit tickets

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	evidence of support for ELL and RTI
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	most MTR's evident throughout; would need more for MTR 1.1
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 content is generally applicable to the grade level benchmarks and support is offered to teachers for facilitating the content

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

Reviewer's Name: Katrina Hinson

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 459

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I would not recommend this curriculum due to the absence of specific instructional materiasl related to ALL BEST standards. While the curriculum presents well and its lessons are aligned to the learning objectives within it, it leaves gaps of standards-based instruction that would need to be supplemented by the teacher. If all standards were

	addressed, I would consider this curriculum as an option, because the digital component is really well delivered, minus some typographical mistakes.

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	Real-world problems with remainders that must be interpreted
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	Mix of fractions, including fractions greater than one. Each lesson contained real-world scenarios.
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	All division uses unit fractions and calls for justification of real-world scenarios
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	Expressions were related to real-world scenarios and called for the translation of descriptions to expressions and expressions to descriptions.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	All examples had multiple steps and required students to justify other's thinking as well and no examples had

			parentheses that were nested
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	Examples have questions about true or not true, however, many questions focus on determining which property is being used, which is not a clarification in the BEST 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.	5 - Very Good Alignment	Scenarios include real-world context and the unknown letter is recognized as a variable. Unknows and different operations are on either 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	Scenarios are limited to one of two operations using whole numbers.
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	Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart.
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	Chapter 18, Explore Lesson 1- the table does not match the problem. In addition, fractions with a denominator of 8 are used, which is not within the limits of the BEST standards.

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.	2 - Poor Alignment	Explanations on how to find mean, mode, and median are aligned; however, there is no mention of range.
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	Real-world scenarios used to represent the division of two whole numbers as a fraction.
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Examples met all of the benchmark clarifications of the BEST standards.
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.	2 - Poor Alignment	Examples made use of area model by shading. Mixed numbers were used in comparative lessons only. Students are directed to simplify answers which is not necessary.
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	Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be ale to focus on estimation and assessing the reasonableness of answers.
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	Examples met the BEST standards and various question types in Appendix A

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	Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards.
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	Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Questions cover both 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	Materials focus on using and counting unit cubes.
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Examples focused on the amount of unit cubes in the shape and no questions exceeded two-digit edge lengths.
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	Materials use real-world contexts and composite figures that should be added to solve for volume.
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	Materials fairly instruct how to plot and label points

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	Examples use real-world problems and instruct students to interpret the values of point in the context of a situation.
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	Conversion included length, volume, and capacity; however, there were no time conversion present.
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Materials included multi-step real-world problems involving money and decimal notation.
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.	2 - Poor Alignment	While the materials include this standard with examples of decimals to the thousandths, there is inadequate exposure to this connection to whole numbers.
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	Materials address the standard fully; however, there is limited items on using expanded notation.
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	5 - Very Good Alignment	Materials addressed the standard fully with multiple ways to depict composition and decomposition.
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	2 - Poor Alignment	Instruction focuses on the use of stacking numbers to compare only. There is no

			instruction using a scaled number line as indicated in the BEST standards.
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	Instruction does meet the standard; however, there is no use of number lines to solidify connections.
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Instruction does not include practice of various algorithms.
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	Multiple representations used.
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	Meets clarifications of BEST standards
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	Great use of models and pictures.
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	Use of multiple representations
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	4 - Good Alignment	Tasks include analyzing problems in a way that makes sense, asks questions that will help with solving the task, and helps students build perseverance over time.

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

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Tasks have students justifying their answer and making sense of other's work, including error analysis.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	5 - Very Good Alignment	Use of patterns and structure to connect mathematical concepts. Most tasks are decompose into manageable parts.

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

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	grade level text appropriate
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Tasks have inferences via graphics or realia to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	TE gives many times for group conversations
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Formatting is effective. 5E model used.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	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	Many ELL Supports given throughout the TE
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Promotes 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.	2 - Poor Alignment	Though many standards were aligned, whole chunks of standards were either unaddressed or did not meet the full extent of the standard
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	Same as above

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Though some standards were not fully addressed, the materials themselves were adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Though some standards were not fully addressed, the materials that were available did provide sufficient details for students to understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Levels of complexity were met through justification, error analysis, and multi-step word problems when called for.
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 extraneous methods (not in the standards) were too complex for the students abilities at this grade level- specifically in the mean, median, mode, and range chapter
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	Levels of treatment meet 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	Sources relect expert information for the subject
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of the content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	Most typographical errors were in the digital resources for the student. Those are explained in the Standards section.
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 and contradictions

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	A few mistakes noticed in the digital resources where the words and graphics did not match.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Most content is up-to-date; however, use of the 5E model for every lesson lends itself to a gradual release at times when students should be productively struggling to make sense of problems.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards seemed to be inter-woven and not necessarily taught in isolation.
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
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 scenarios are meaningful and connect to students' lives.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections made to science.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No evidence of bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No evidence of inhumane actions or beliefs.

21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	While most standards and benchmarks are covered in the materials, ALL of the them were not.

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	In order to meet the full extent of the BEST standards, a teacher would need to prepare additional teaching materials. One example is number lines for plotting, ordering, and comparing decimals.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Components of the curriculum align with each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Logical organization of content. I believe that some content could have been interwoven more.
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 visual engage students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Content presented at a pace that allows students to understand
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, interventions, and enrichment were very clear in the Teacher's Edition.
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	Components of Presentation were good or very good, except for the teacher needing

		to prep materials for parts of the benchmarks not addressed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Tasks are relevant to students' everyday lives, which maintains student motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials makes use of over-arching themes or concepts to teach small chunked material
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson displayed a clear learning goal.
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 materials lend themselves to successsfully becoming more independent in the way that big ideas are chunked into disgestable pieces.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Guidance and support is included in the materials for developmental differenes and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials engage the physical and mental activity of students
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Materials include organized activities that are logical extensions the objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Some strategies were missing from the instructional materials, such as: in multiplication one standard algorithm was addressed instead of a few.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most strategies were effective; however some effective strategies were left out (see above and number lines). In addition, a few strategies used seemed confusing (ex: mean, median, mode)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment strategies did match those of the instructional materials.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment questions did mirror the instructional materials: however, specific question types like those in the BEST standards were missing.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies evident throughout
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR's can easily be applied to lessons within the curriculum
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The instructional materials do support learning requirements based on the outcomes set out by this curriculum; however it should be noted that not all of the standards are addressed to their fullest extent.

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

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: 5012070 - Grade Five Mathematics

Bid ID: 459

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The web-based Ed platform is compatible with assistive technology that can adjust the font type and size via browser or operating system settings. Ed allows for colors and background colors to be adjusted via browser or operating system settings. • Color contrast is adjustable using browser or device settings. • Assistive technology software can run in the background that includes tools for text-to-speech. • Alt text is available for interactive content. • All student videos include captions. • HMH is committed to providing educational materials that are accessible to all learners. Our online content is designed in a digital-first environment and targets the Americans with Disabilities Act (ADA) Section 508 and Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements. Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Size of font can be adjusted by using browser universal tool (Ctrl + or Ctrl -). Color or background can not be adjusted and this would be essential for some of our learners.
Background: High contrast color settings are available.	3 - Fair Alignment	Contrast can be adjusted by using the operating system universal tool. A statement of accessibility features would be helpful since these tools are not built in.

Text-to-speech tools.	3 - Fair Alignment	Text to Speech tool is available within the digital learning environment but there are major limitations to the tool.Feature does not read text in essential areas such as Share and Show. Even when text is highlighted by the student the guided practice problems are not able to be read aloud. In addition when students work on their own this feature only reads the heading and instructions not the practice problem. It should read all text on screen.Yellow highlighter makes it hard to read white text
All images have alt tags.	5 - Very Good Alignment	Great work on including alt tag for images so that screen readers can describe to students with low vision or blindness what is on the screen.
All videos are captioned.	2 - Poor Alignment	No captions are provided within the learning environment. Universal tools built into browsers such as Google Chrome can be used by going to Chrome/Preferences/Advanced/Accessibility/Live Caption. An Accessibility Guide should be provided to share how to obtain these features through universal tools.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Users are able to adjust the size of navigational controls using browser zoom feature. • Keyboard shortcuts can be used for navigation elements and menu items. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	no size adjustment tool is built into the learning environment but it is compatible for the use of universal tools to provide size adjustment
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Space bar can be used to go forward or back if placed on the navigation element
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • The online instructional content's functionality has highlighters (in four standard colors) built-in. • The online instructional content has a feature where highlighted text is automatically extracted to notes. These notes also have a print option, which allows them to be saved as certain document types, such as PDF. All text can also be copied and pasted. • The online Student Edition contains note-taking tools. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Excellent options for students

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Go Math!: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • Any gaps in the program's WCAG 2.0 AA compliance will be closed through periodic updates.*		
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	The potential for compatibility is there for the use of built-in features in iOS and Windows.

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 *HMH programs include materials that are accessible to students who require paper components. Student Editions and*

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit https://nimac.overdrive.com/ContentInventory.		
Review	Rating	Comments
	3 - Fair Alignment	A great amount of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.