Reviewer's Name: Vanessa Chaoui

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 462

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 the book and materials (including the digital materials that come with the book) are well thought out. I see mention of FSA making me believe that there will be a revision because of our switch to progress monitoring. I think there is some concern on how wordy or the length of some of the lessons

	are. This could throw off pacing if teachers expect to complete all lessons with all students before moving on. I do not think it would be realistic and they may fall behind. The examples are great, but lengthy, which could be positive or negative. I believe teachers will have to be properly trained as they may get overwhelmed on the resources to use, but I think there are plenty. LOVE THE WAGGLE platform included. Again, would just like to see how it aligns to test specs and progress monitoring. Overall great book and would recommend.

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	Positive- The Distributive propoerty embedded into the lesson is great.
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	Explicit instruction.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Explicitly taught.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Properties supported and indirectly taught in other sections.
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	Explicit instruction and supported through other section.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world	5 - Very Good Alignment	Well done.

	context using addition and subtraction, where all terms and solutions are integers.		
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Explicit and supported.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	Explicit instruction is appreciated in this concept.
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	Well done
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	Well done
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.	3 - Fair Alignment	These concepts are not mentioned explicitly (part to part, part to whole, whole to part.)
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Well done
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	WELL DONE.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Explicit instruction.

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	Explicit instruction.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Explicit instruction.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Nice job.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Well supported.
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	Well supported.
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	Both sections are properly aligned and explained. Nice job on this.
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	Explicitly taught.
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	Good alignment.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Well done.

MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	The models are appreciated throughout.
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	Models are appreciated and the mount of examples.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	The examples are appreciated for this type of problem as teachers sometimes struggle to find examples.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Explicit instruction.
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	Very well supported.
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 job.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Good job.
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	Excellent.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions	5 - Very Good Alignment	SUpport support support. What a positive.

	by positive fractions, including mixed numbers, with procedural fluency.		
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Explicit and supported
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	Explicit and supported.
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	Aligns to standard. Not sure about the format of the lesson.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Well done.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Well done.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Well done.
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	Indirect and direct instructions
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	Thought out well.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	Student engagement and discussion encouraged throughout.

	• Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	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	Nice job!
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	Well thought out.

	• 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	Math discussions are facilitated and encouraged.
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.	4 - Good Alignment	Patterns and structures, inferences supported throughout materials.

	• 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	Job well done.
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	Job well done.

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	"Explain your reasoning."
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Language is understandable and engaging to support comprehension.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Inference supported through other sections of book, not just these.
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 Discussions encouraged throughout.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Explicit Instruction and well supported.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Teachers would have to be properly trained but materials lend for it.
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	Explicit Instruction and well supported through various materials.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Well supported requires explicit instruction at first.

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 book is great. It aligns and provides resources for any one that would teach a 6th grade class.

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	Very good.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	I think there is a multitude of materials.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	I would like to see some higher order questions in some sections. Some are complete with them.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	I would like to see some higher order questions in some sections. Some are complete with them.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	I would like to see some higher order questions in some sections. Some are complete with them.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	I think this would depend on whether it is a high level or low level class. The pacing might be off in a lower level class.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Very good.
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 and examples.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Minimal if any. May have overlooked.
11. D. 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. no concern in this area.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Very good.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Very good.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Relevant for Grade 6.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	6th grade is the audience and I will it is appropriate and relevant to most.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Highly relevant.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connection across the material.
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 learners supported and engaging for all.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No concern here.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Very relevant and standards covered well.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	It is a high quality book with a numerous amount of resources for teachers of all levels.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Very good.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Done very nicely.
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 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	Pacing is subjective to students depending of level of class. May be off for lower levels.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	LOVE the materials and support resources provided.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	I think this is a great presentation. Many resources offered, including Waggle which seems to be a great resource that teachers usually do not get with a textbook or curriculum.

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

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Many resources offered for a teacher to use. The platform may be a little overwhelming.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Desired outcomes clearly stated.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Multitude of resources provided.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Engaging for all learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Must require proper teacher training.
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	Very wordy.
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	Multitude of resources for teachers. May be overwhelming at first. Must properly train teachers.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Multitude of resources would love to be able to see final layout.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Clear and concise.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	I see that FSA is mentioned, so would like to see Progress Monitoring assessment preparation lined up with the BEST and the timeline
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Multitude of resources

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	A whole section and student rubric is explicit. Very well done.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	I think these materials satisfy the Learning requirement. Would like to see how it will be aligned with Progress Monitoring since FSA is gone.

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 regarding CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No Concerns in this area.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No Concerns in this area.
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 concerns in this area.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

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Edition: N/A

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 462

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. Into 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 - 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 wor
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. Into 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. Into 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. Into 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 amount 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: Tiffany Lo

Title: HMH Florida's B.E.S.T. Into Math

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Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 462

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	1 - Very Poor/No Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	These resources are presented using one type of instructional strategy for each lesson. Namely (1) Think about this idea.... large square on a page requiring a student response (2) Here a a few examples about the lesson concept (3) Here are 2+ pages of fill-in-the-blank or fill-in-the-box that do

	not exactly follow the examples featured in #2 (4) Complete practice problems that do not resemble the lesson practice section Also, there is no actual presence of the MTR Standards. It appears the publisher took its existing material from the past 20 years and added a few BEST Standards questions here and there. The content and concepts are not interconnected and variations of drawings, models, and manipulative are not used to serve every type of learning style. In order for these materials to align to the BEST Standards, the entire content of each resource needs to be erased and reworked with the BEST Standards implemented. The priority of the BEST Standards is to show interconnectivity between lesson concepts to help student build their understanding. This existing content is disjointed and concepts are presented in isolation of each other.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	3 - Fair Alignment	Evidence found in link provided and on p. 305; Standard is explained but not as thoroughly as it could be; seems to assume students already know how to interpret writing an algebraic expressions and then performing the reverse - writing a description from an algebraic expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	1 - Very Poor/No Alignment	Little evidence found in link provided; Standard is explained but not as thoroughly as it could be; Does not thoroughly

			explain or show how to graph the inequality, when to use a solid circle or circle with no fill - very difficult to see how this lesson would help build understanding - Anticipate it would cause many students frustration.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	1 - Very Poor/No Alignment	Little evidence found in link provided; No evidence of the Order of Operations in the link provided, there is evidence found on the subsequent lesson Module 9 Lesson 4 p. 315 - but this is part of MA.6.AR.1.4 not this standard.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	2 - Poor Alignment	Lesson features the standard but does not provide enough detail to show students what equivalence means. It seems to jump into the assumption that students already innately know. Practice problems are disjointed presenting the concepts.
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.	1 - Very Poor/No Alignment	Lessons provided do not include instruction on whether or not an inequality is true or

			false based on integer values.
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.	1 - Very Poor/No Alignment	Manipulatives missing from lessons and no mentions of numbers values and their relation to each other on number lines; minimal variety of drawing depictions provided - repeated use of weigh scale drawings.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	2 - Poor Alignment	Module 10 Lesson 3 is the only lesson found that aligns with this standard. Limited depictions of lesson concepts and no manipulatives incorporated.
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	Evidence found in Lesson 10.3 - Minimal problems with variables on the right side of the equal sign. Most equations have the variable on the left side of the equal sign.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	1 - Very Poor/No Alignment	Missing both the 1st and 2nd Clarifications of the Standard.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Evidence found in Module 7 Lesson 4.

MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Evidence found in Module 7 Lesson 2.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Evidence found in links provided.
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	Evidence found in links provided.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Evidence found in link provided.
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	Evidence found in link provided.
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.	1 - Very Poor/No Alignment	Missing descriptions of 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.	4 - Good Alignment	Evidence found in links provided.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	3 - Fair Alignment	Evidence found in links provided.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	2 - Poor Alignment	Evidence found only in Module 14 Lesson 3.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	3 - Fair Alignment	Evidence found in links provided. There is a lot of information featured on the first few pages - does not seem instructionally constructive.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Evidence found in link provided.
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	Evidence found in the links provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of multiple learning styles.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	3 - Fair Alignment	Evidence found in the link provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of multiple learning styles.
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	Evidence found in the links provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of

			multiple learning styles.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	3 - Fair Alignment	Evidence found in the links provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of multiple learning styles.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	3 - Fair Alignment	Evidence found in the link provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of multiple learning styles.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	3 - Fair Alignment	Evidence found in the links provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not very effective in consideration of multiple learning styles.
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.	3 - Fair Alignment	Evidence found in the links provided. Running theme is to have student fill in multiple blanks in order to demonstrate understanding - not

			very effective in consideration of multiple learning styles.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Evidence found in the links provided- includes distance, temperature, and finances.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Evidence found in the links provided.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	Evidence found in the links provided; multi-step blank problems per page will lead to confusion on the actual lesson concept.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	Visual models used to help enhance understanding. Again, multi-step blank problems presented in the practice /learning sections will only lead to student disengagement and frustration.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	3 - Fair Alignment	Evidence found in links provided. Multi-step blank practice/learning problems demonstrate an assumption that students will be able to master the concept instantly- this will lead to frustration

			and lose student engagement.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	3 - Fair Alignment	Evidence found in links provided. Multi-step blank practice/learning problems demonstrate an assumption that students will be able to master the concept instantly- this will lead to frustration and lose student engagement.
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.	3 - Fair Alignment	Evidence found only in Module 3 Lesson 5. It would be helpful to show an example before each of the sections requiring students to answer [Ex. before #5 on p.88, before #11 on p. 88, etc.] because the concepts are not clearly demonstrated prior; again, a lot of fill-in-the-blanks.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	3 - Fair Alignment	Page 292 is excessive in the fill-in-the-blanks to promote practice. This leads to student frustration instead of successfully conveying practicing the lesson concept.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	3 - Fair Alignment	Evidence found only in Module 3 Lesson 5. It would be helpful to show an example before each of the

			sections requiring students to answer [Ex. before #5 on p.88, before #11 on p. 88, etc.] because the concepts are not clearly demonstrated prior; again, a lot of fill-in-the-blanks.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	2 - Poor Alignment	The most helpful diagram teaching this standard is found on p.279 at the top, Fraction-Decimal-Percent. The way these lessons are built shows that there is an assumption that students are already at the level of mastery when this is rarely the case in reality. The other pages feature the concept disjointedly, and do not link them all together to show their relation to each other.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	3 - Fair Alignment	Evidence found in links provided. Too many fill-in-the-blanks in the practice/learning sections of each lesson.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	3 - Fair Alignment	Evidence found in links provided. Too many fill-in-the-blanks in the practice/learning sections of each lesson - too vague

			[p.48]: "Write an addition expression..., Write a multiplication expression..., Write an equation comparing the addition and multiplications expressions..., Make a conjecture..."
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	1 - Very Poor/No Alignment	These lessons only apply to one type of learner - the student who can easily achieve mastery of a concept. These resources only provide one type of instructional strategy to those particular students who process concepts very quickly. The other majority of students who do not would not want to engage in learning the way the instruction is presented in these resources.
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.	1 - Very Poor/No Alignment	Lessons are not provided which encourage understanding in multiple formats.: objects, drawings, tables, graphs, and equations.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	1 - Very Poor/No Alignment	Tasks only presented in isolation, not in relation to each other in multiple ways.
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.	1 - Very Poor/No Alignment	Every single lesson is presented in the same way in these resources: One vague figure it out section on the first page, and then multiple fill-in-the-blank practice sections. These would not fulfill this standard because not every student can learn in this one way. This standard calls for sharing mathematical problem-solving methods for concepts.

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	1 - Very Poor/No Alignment	Lesson tasks are presented in isolation from one another throughout these resources - not as a complement to 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.	1 - Very Poor/No Alignment	No true evidence of this standard provided where determining reasonableness is encouraged. Random questions interspersed here and there with no true building on the concept.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	1 - Very Poor/No Alignment	Minimal variation of real-world contexts provided in a meaningful interdisciplinary way.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	Citing of evidence rarely found.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Evidence found throughout the resources.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Minimal inferencing evident.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	Discussions are not supported when there is one means of presenting lessons throughout the resources.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Accepted rules are being based on content that requires fill-in-the-blank knowledge of lesson concepts.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Minimal/rare quality discussions would be available with one type of instructional

			strategy used through the resources.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	Linguistic Notes consist of having ELL students conduct 3 reads - this would prove to be difficult for students who have severe linguistic limitations. It would be more prudent to have images/diagrams associated with each ML [Mult-Lingual] section with a special focus on vocabulary.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	2 - Poor Alignment	Evident in ML read 3 times strategy, but not part of Math B.E.S.T. Standards

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	The content is very minimally aligned to the B.E.S.T. Standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	The content only present one instructional strategy that would suit one type pf learning style throughout the resources; namely, Lesson Opener: What do you think...? Then, the next 2-3 pages are multiple fill-in-the-blank problems for students to figure out what should go into each blank or each box.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	The content only present one instructional strategy that would suit one type pf learning style throughout the resources; namely, Lesson Opener: What do you think...? Then, the next 2-3 pages are multiple fill-in-the-blank problems for students to figure out what should go into each blank or each box.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	1 - Very Poor/No Alignment	The content only present one instructional strategy that would suit one type pf learning style throughout the resources; namely, Lesson Opener: What do you think...? Then, the next 2-3 pages are multiple fill-in-the-blank problems for students to figure out what should go into each blank or each box.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	All of the MTR Standards have been left out of these resources because of using one instructional strategy in each lesson.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	2 - Poor Alignment	The content only present one instructional strategy that would suit one type pf learning style throughout the resources; namely, Lesson Opener: What do you think...? Then, the next 2-3 pages are multiple fill-in-the-blank problems for students to figure out what should go into each blank or each box.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	2 - Poor Alignment	There is no variance in the content presented so the time period would probably require teachers to spend more time

		pulling resources from outside sources.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	2 - Poor Alignment	Expert information only reflect one instructional strategy in each lesson. Each lesson is presented the same way.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	2 - Poor Alignment	Expert information only reflect one instructional strategy in each lesson. Each lesson is presented the same way.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Material is devoid 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).	4 - 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).	3 - Fair Alignment	Material reflects limited models and concepts.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Material is accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	1 - Very Poor/No Alignment	The content is not up-to-date with current research and standards. These resources look exactly the same as they did 20 years ago. The content of each lesson is exactly the same and presented the same way in each lesson. The only changes that were made to make it seem like this was aligned to the BEST Standards are the random questions interspersed in each lesson - these are minimal, and disjointed from each other.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	1 - Very Poor/No Alignment	Minimal contexts use to present content.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	2 - Poor Alignment	Minimal contexts used - These resources would only support one type of learning style - It does not include multiple strategies for multiple learning styles.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	The content does not include relevant concepts to appeal to multiple students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	The content does not include relevant concepts to appeal to multiple 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 in fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Content reflects humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	No, the majority of the content is not covered according 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.	1 - Very Poor/No Alignment	The teacher would need to prepare additional materials because the same 1 instructional strategy is used in every lesson.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	Very few components align with a BEST Standards-based curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Materials are organized logically but presented disjointedly and not interwoven with each other [Lessons should show inter-relatedness to each other].
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	1 - Very Poor/No Alignment	The excessive use of fill-in-the-blanks at the beginning of each lesson does not engage students of multiple learning styles.
5. E. Pacing of Content:The amount of content presented at one 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	Some of the enrichment content is added in lesson sections with no previous reference to it. Students would not understand it or how it is related to other concepts.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	2 - Poor Alignment	The tools allow students to interact with material but not fluidly.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	2 - Poor Alignment	Presentation is poor and only appeals to one learning style.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	Materials only serve one type of student learning style.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	1 - Very Poor/No Alignment	Big Ideas are not present to show concept interconnectedness. While the

		Launch Into section at the beginning of a lesson may seem informative, it is not inclusive of the concepts. There is some information in the TE of the main focus of the lesson, but no information featured in the SE. Students have to be able to see it for themselves to draw connections on their own too.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	1 - Very Poor/No Alignment	The fill-in-the-blank sections in every lesson do not explicitly state goals or intended outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 - Very Poor/No Alignment	The fill-in-the-blank sections in every lesson do not explicitly state goals or intended outcomes.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	1 - Very Poor/No Alignment	These resources only serve one type of learning style.
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	The materials would lose the majority of students because they would have multiple learning styles.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	1 - Very Poor/No Alignment	The materials do not encourage extension of content because the way it is presented is so limited.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 - Very Poor/No Alignment	Materials only include one type of instructional strategy found in every lesson.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	1 - Very Poor/No Alignment	The one strategy in every lesson is ineffective in achieving intended learning goals.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The assessments provided in these materials must be used in order for this to be true.
11. 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	The strategy used in these materials does not correlate with the Florida Standards Assessment [FSA].
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	1 - Very Poor/No Alignment	The Plan for Differentiated Instruction Small-Group Options fall short for meeting this requirement: On Track, Almost There, Ready for More activities are not relevant to current students . The needs of all students are not being met in these 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?	1 - Very Poor/No Alignment	No, the MTR Standards are deficient from these materials. ELA Standards are minimally addressed.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	1 - Very Poor/No Alignment	No, this submission does not satisfy LEARNING requirements because of the use of the exact same instructional strategy in each lesson throughout these resources.

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

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

Reviewer's Name: Traci van Zyl

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 462

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 review, there is no evidence of CRT being present in either the teacher or the student edition, including the glossaries, teacher notes, and all of the scenarios and information presented.

Reviewer's Name: Kelly Vest

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

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Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 462

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 submission teaches most standards well and meets the clarifications of the BEST standards. There are a few standards that I feel could be taught with more time spent on the concrete stage of learning, allowing students more time and exposure to models and manipulatives. I do think this text does a

	good job at scaffolding learning and breaking up skills into manageable pieces. I think this will help students become more proficient with the "doing" of math, and will help those students who are not confident in their mathematical ability. It may be a bit "boring" for those accelerated in math. I think the teacher resources provided with this program are great! The teacher's edition is easy to understand, organized well, and offers many suggestions to teachers to help guide their students to understanding. For a first year teacher this would be a very understandable program. There are a plethora of resources available and teachers would not need to go outside this program for activities for their students. I think the center activities are great and offer a way to reach all learners in the class with respectful tasks. The assessments are appropriate and the Waggle program is a great way to reach all learners. I like the fact that the assessments and quick checks in the teachers guide show the teacher what to assign in Waggle or through extra practice for the learners in the classroom, again making it very easy for a teacher to ensure success for their students. Overall I think this is a good program that would support students in the learning of the BEST standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Standard is taught with models and scaffolded, appropriate practice is provided.
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 well with guided steps for students to help understand the skills taught. Good variety of practice.

MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Standard is taught completely. Appropriate supports are present to help students understand the proper way to substitute values and complete the order of operations. Practice problems range from basic to more challenging with appropriate levels of each.
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 appropriate scaffolding and practice.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	Standard is taught well although the clarification does not seem to be met with little instances of variables on the right side of equations/inequalities.
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	Standard is taught and scaffolding is present, however not enough concrete and representational practice is provided to students before focusing on abstract teaching methods. Additionally it does not appear that problems are introduced with variables on the right 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	Standard is taught and scaffolding is present, however not enough concrete and representational practice is provided to students before focusing on abstract teaching methods. Additionally it does not appear that problems are introduced with variables on the right side of the equal sign.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	2 - Poor Alignment	I feel like this standard is clumped together with previous standards and not given the appropriate amount of attention with exploration according to the clarifications.
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 completely
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	3 - Fair Alignment	Standard is taught, but not to the clarifications specified. There is not enough work with manipulatives and number lines
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	3 - Fair Alignment	Three column tables are not represented.

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	Standard is taught completely and appropriate practice problems are presented.
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 taught with all clarifications met, ample practice provided!
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Standard is taught completely with practice available.
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	Standard is taught but more real world experiences could be included.
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 and supports for student learning.
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
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 is taught well with scaffolding, support, and ample practice opportunities
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 well with scaffolding, support, and ample practice opportunities

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 taught completely with good examples and practice
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Standard is taught with appropriate 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	Standard is taught well with appropriate scaffolding and am ample amount of practice using the coordinate plane and real world problem solving.
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 appropriatley.
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 well with appropriate scaffolding of the standard. There are multiple opportunities for students to practice using all three stages of learning concrete, representational, and abstract.
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 practice of skill
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular	4 - Good Alignment	I think more concrete practice could be given

	prisms and right rectangular pyramids using the figure's net.		to this skill and more tine spent on the connection of nets to solids.
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 taught well with ample practice and scaffolding.
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 taught to all clarifications.
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	Standard is taught to all clarifications.
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 to all clarifications.
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 and ample practice for concrete and abstract learning are provided.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Standard is taught completely with an appropriate amount of time, visual models are present as well as a standard algorithm.
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 and ample practice is evident.
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 completely.

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 completely.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Standard is taught completely and ample practice is provided.
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 completely.
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 and appropriate practice problems are presented.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	3 - Fair Alignment	Not enough practice with models and manipulatives to ensure concrete understanding before moving to representational and abstract.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	3 - Fair Alignment	Not enough practice with models and number lines to ensure concrete understanding before moving to representational and abstract.
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	Tasks are presented that encourage positive mindsets and build perserverance.

	• 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	Most standards are taught through multiple strategies that encourage students to use multiple strategies and a variety of modeling 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.	5 - Very Good Alignment	Ample practice problems to allow students opportunities to practice efficiency and fluency.

	• 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	Problems are included in lessons which require students to explain their thinking, or correct the thinking of others. Students are also asked to compare methods of solving and discuss answers with their peers.
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	Scaffolding is evident in most lessons and students are shown how to break apart problems in a way to increase efficiency and understanding.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Students are asked to estimate answers, benchmarks are introduced and used, and students are asked to explain solutions of their own and others.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Real world problems are present throughout the text and connect well to students own experiences.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Problems are included in lessons which require students to explain their thinking, or correct the thinking of others. Students are

			also asked to compare methods of solving and discuss answers with their peers.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Application problems throughout the text provide opportunities to read and comprehend on level text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Activities ask students to make conclusions and support their opinions when discussing problems with peers.
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	All lessons have opportunities for turn and talk activities which require students to engage in mathematical discourse and active listening.
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 produce answers to tasks and expectations are provided in the TE.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Practice is provided which requires students to write explanations and justify their answers.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	TE offers many strategies and suggestions to aide teachers in providing success 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	Many opportunities for students to communicate with each other and practice 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.	4 - Good Alignment	Most standards are taught completely with all clarifications met.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Skill level is appropriate and many resources are offered to target students at all skill levels.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials allow teachers to seamlessly reach all learners within their 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	Ample practice is available in the text for student understanding and the TE provides even more resources that can be used if needed.
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 difficulty is appropriate for the standards taught.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level of difficulty matches the student abilities and resources are available to reach students above and below grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The pace of the program is appropriate.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The primary and secondary sources cited in the materials reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The primary and secondary sources contribute to the quality of the content in the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were found in the evaluation.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Material is free of bias and contradictions and is noninflammatory in nature
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Standards are taught correctly and according to the prevailing theories and methods.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes or inconsistencies noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Teaching is up to date with appropriate modeling and scaffolding 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	Content is appropriate to students and relevant in context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is appropriate to students and relevant in context.
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 interesting and 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	Science, history, and the arts are interwoven in the text and will make the text more meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	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?	4 - Good Alignment	Mostly all content of the benchmarks and standards are covered well 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	There are a plethora of resources for teachers to access to enhance student learning.
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 in the program align well with standards and curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a logical progression with the standards
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Text and pictures are engaging and interesting and appropriate 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.	5 - Very Good Alignment	Pacing is appropriate and achievable for teachers and students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Teacher's Guide offers multiple resources for students with exceptionalities and provides many opportunities for differentiation.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Text is appropriate in pacing and organization. Offers multiple resources to aide teachers guide student learning and is visually appealing to all.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Center activities are engaging, Wagle technology component will be motivational for students, and projects and tasks in the text are engaging,
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Instructional materials thoroughly teach the standards.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Teacher and students edition clearly state the standards and learning outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Scaffolding is evident throughout the text and intended to help and guide students to learning the proper method for the standards presented.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teacher's Edition offers multiple strategies for different learning strategies, assessments include supports for students dependent upon what questions are missed, Waggle is present to support students.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Problems are presented that will engage students in productive struggle.
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 in teacher's edition will enhance the learning provided in the text.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Methods used to teach students are well known and currently used to teach standards.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments are appropriate and support learning goals.
11. 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 detailed and teacher's can target learner's weaknesses through the use of the Waggle program.
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 Edition offers strategies 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	ELA expectations and MTRs are present in every lesson.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission presents all standards clearly with ample practice in the text. The teacher's edition offers multipole ways to enhance student understanding with extra practice pages, center activities for different learning levels, and the Waggle program which will help with progress monitoring.

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 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	The materials do not solicit Social Emotional Learning (SEL),

Reviewer's Name: Traci van Zyl

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 463

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Page 1 - Lesson introduction can easily open up an "uncomfortable" conversation about racial disparity in the 1950's based on the vagueness of the statements.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Math

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Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: 1205040 - Grade Seven Mathematics

Bid ID: 463

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. Into 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	ontrast 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	Alt Tags - 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	Captions - 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	Students with low vision or blindness rely heavily on these features to navigate content and have read aloud.

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. Into 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	Non-text navigation elements adjusted size - 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	keyboard shortcuts.- 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 use of built-in features in iOS and Windows, we could see the potential for compatibility.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Into 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	Highlighters are provided in the four standard colors -Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text can be automatically extracted into another document. Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Note taking tools -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. Into 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	Other AT - 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	Good effort in designing with UDL in mind but look into areas that scored fair or below.

Reviewer's Name: Laura Lane

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 463

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This is a standard text that covers the material adequately. There is nothing extraordinary although the learning scales provided along with the scaffolded material will be helpful in implementation.

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	Instruction and practice contained all properties of operations.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	While there is practice in this standard, it is not explicitly stated as such. Students are asked to simplify, but not compare two equations.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	I would have liked to see the conceptual understanding behind mult and div of a signed number. While this instruction is adequate, it is focused on procedural understanding of the properties.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	The text addresses this standard in all components except for percent error. While there is instruction on increase and

			decrease, error is not spoken to specifically.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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	The text is missing problems for area and money in the section provided.
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	Instruction and Practice addressed all components of the 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	Instruction and Practice addressed all components of 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.	5 - Very Good Alignment	Instruction and Practice addressed all components of the 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	Instruction and Practice addressed all components of the standard.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction and Practice adequately addressed all components of the standard. More focus could be spent on the best measure to use

			in the instructional phase. In the practice ther are real world examples included, but not in the instruction phase.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	Practice does not include student choice of appropriate graphs. However, this is included in the instruction phase of the text.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.

MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Instruction and Practice addressed all components of the 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	Instruction and Practice addressed all components of the 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	Instruction and Practice addressed all components of the standard.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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	Instruction and Practice addressed all components of 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.	5 - Very Good Alignment	Instruction and Practice addressed all components of 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	Instruction and Practice addressed all components of the standard.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Instruction and Practice addressed all components of the standard. In addition to tasks listed there is evidence thoughout the material to addresses mindset and there are a plethora of challenging tasks.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	There are a variety of opportunities to present solutions in multiple ways and even solve using multiple strategies. However, I saw no references to using hands on models to reinforce the skills being taught in the lessons even though in the lessons there were several representations of hands on models.
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	There is ample opportunites for students to show their understanding through practice problems and homework. In addition, students were encouraged to select strategies and to develop multiple methods to solving a problem.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	Embedded throughout the text are opportunites for students to work in groups or turn and

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		talk. Explicit directions and questions that elicit student thinking and conversations are promounced with the turn and talk icon.
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	Embedded throughout the text are examples of the application of looking for patterns. These are marked in orange and clear to both student and teacher.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	This was the least addressed of the MTR's in the text.

	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.		While there were some chapters that focused on this concept specifically, there was not the same embeddedness of this MTR.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Embedded throughout the test were real-world applications and contexts. Every topic included some type of application.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Embedded throughout the text were items that included the necessity for students to justify by explaining. These are indicated using orange icons.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The text included relevant grade level material.

ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Problem-solving opportunities are embedded throughout. In addition, estimating to explain reasonableness is also embedded.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Embedded throughout the text are opportunites for students to work in groups or turn and talk. Explicit directions and questions that elicit student thinking and conversations are promounced with the turn and talk icon.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	In a mathematics context, students were guided on how to organize information through the scaffolded processes used in each lesson.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	THere were no suggestions to teachers on how students should be interacting during the group and discussion scenarios. I find it difficult to determine jsut for this 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	THere are ample opportunites for teachers to use stratgies for their ELL students.

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	THere are ample opportunites for teachers to use stratgies for their 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	With the majority of the ratings above, I find overall the text is in line with the expectations set forth by the state.
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	With the majority of the ratings above, I find overall the text is in line with the expectations set forth by the state.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Highlights: learning scales for every lesson, planning for differenctiated instruction, and the three reads approach to problem solving.
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 core text and online practice material provide students ample practice and instruction.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Where apporopriate and scaffolded, rigor was embedded throughout the text.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Where apporopriate and scaffolded, rigor was embedded throughout the text.

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 little too much emphasis on some standards than others and therefore the time allotted to those standards may be out of line with appropriate timing. Proportions specifically.
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 authors of the text reflect a variety of well respected educators.
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 authors of the text reflect a variety of well respected educators.
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 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	A variety of ideas and real-world applications were chosen. In addition, when used names reflected a variety of ethnicities.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	THe material was devoid of the why behind much of the mathematics in the text. There were missed opportunites for real conceptual understanding.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not find any mistakes.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content reflects the most recent research outlined in the NCTM standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Most of the material presented would be relevant to a 7th grade student.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Most applications would be relevant for 7th graders.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Most applications would be relevant for 7th graders.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	While there were some real-world connections made, the number was not adequate.
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 found no bias in 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).	5 - Very Good Alignment	None found
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	With the majority of the ratings above, I find overall the text is in line with the expectations set forth by the state.

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 digital component along with the core text give student ample opportnites to meet learning outcomes and provides teachers with apporprate resources for teaching.
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 in the material were 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	All content in layed out in a reasonable order.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	WHile the material is colorful and the graphics are pleasing, there was nothing about the graphics that particularly added to the understanding of the content. There was not really a cohesive theme behind the graphics.
5. E. Pacing of Content:The amount of content presented at one 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 was very apporiately scaffolded for maximum learning.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The digital tool is the primary resource for supports.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall the presentation of the text was adequate for the grade level and material being presented.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	THe material is presented in standard form, but the online component may be motivational.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Material was very apporiately scaffolded for maximum learning.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Highlights: learning scales

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	Standard gradual release model in the instructional and practice material with scafolded supports.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teachers were given differentiation strategies in every chapter in addition to the scaffolded supports throughout the lesson.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	This text is a standard text that covers the standards, however besides the turn and talk and the group discussions, I did not see many opportunites for other learning styles: ie: kinestetic
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	The materials provided for extensions did not really follow UDL principles.
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 instructional strategies used are in alignment with relevent and current resarch.
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 used are in alignment with relevent and current resarch.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessment materials and the support material for teachers related to the materials are very well done.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Ample formative and summative assessments were provided to guage the learners level of mastery.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	I don't feel the needs of the advanced learner were addressed.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	With the exception of one of the ELA benchmarks, I believe all expectations were met within the materials.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Overall the text satisfied the learning requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I did not see any instance of CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any instance of CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any instance 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	I did not see any evidence of SEL components in the material.

Reviewer's Name: Tiffany Spradling

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 463

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 biggest strengths within this material are the math contexts by which students learn and connect benchmarks. The biggest weakness is that there still seem to be many segmented lessons that align to a single benchmark, rather than reducing the number

	of lessons and embedding some benchmarks within other lessons for horizontal alignment.

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	Great connection to measurement
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Aligned activity found in lesson practice only
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 expectations within benchmark clarifications
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	The contexts for solving equations are great and elicit students to solve multiple ways.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	3 - Fair Alignment	Embedding this benchmark with other lessons would be better than 5 lessons dedicated to it only.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Nice representations and I like the Spark Your Learning tasks
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	Build Understanding and Step It Out make conversions seem

			very procedural, when there are many strategies students could use.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	Good contexts
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Good contexts
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Good contexts and horizontal alignment within 7.AR.4
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	I like the side-by-side representations
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Good real-world contexts
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	2 - Poor Alignment	Benchmark expectations met only at the end of the lesson (p. 388)
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Students are given many opportunities to make and justify arguments.
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	Engaging contexts

MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Engaging contexts
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	Engaging contexts
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Students have the chance to reason before learning how to represent probability.
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	Engaging contexts
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Scaffolds well
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	Would like to see more opportunities for students to simulate experiments
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Good explanations of how formulas are derived but wish there were more opportunities for students to experiment
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	Good contexts
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	I like that students discover the pi ratio in the Build Understanding activity.

MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Same as justification for G.1.3
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	I'm glad to see the connection between proportional relationships. Wish an AR benchmark would have been tagged
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	I like the real-word context used to explain the surface area formula.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Good contexts
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Good contexts
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	3 - Fair Alignment	This lesson feels rushed and does not allow students to explore Laws of Exponents enough
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Very procedural instead of making connections to proportional relationships students have already learned
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	Opportunities for students to demonstrate and explain number sense
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Students are given opportunities to show

			any strategy or standard algorithm
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	7.NSO.2.2 and 2.3 should be found within the same lessons because they align horizontally.
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	It is not always explicit when there are expectations for partners to team and solve problems.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	5 - Very Good Alignment	Many opportunities for multiple justifications and evaluations of justifications

	• 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	Students do not get to justify their methods to demonstrate 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. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Good opportunities for reasoning 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. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Missed opportunities for students to relate prior learning to new learning
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	Good contexts
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	Frequent use of relevant 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.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Good opportunities for creating arguments.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Questions evaluate student understanding of texts
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	The Turn and Talk probes are great for students to create arguments and make inferences.
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	Same justification as for EE.3.1
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Embedded writing prompts that help students explain their thinking
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Same justification as for EE.3.1
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	Good tips for all level of teachers who support English Language Learners

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Good routines for English language development

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 expectations of benchmarks and their clarifications are present in the lessons.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	All benchmarks are present, but there are missed opportunities to connect benchmarks more and reduce the number of overall lessons. Schools who choose to use this text with fidelity may find pacing issues over the school year.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	There are many recommendations for using the text effectively in a differentiated classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	There are good connections to meaningful contexts.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The content is rigorous and relevant.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The content is rigorous and relevant.
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	Again, there were opportunities for some benchmarks to be embedded throughout, rather than to require their own lessons.

		There are also single benchmarks spread over many lessons, which may affect pacing.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The content is thoughtful.
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 thoughtful.
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 issues.
11. D. 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	Focus is on the math standards only
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Focuses on math standards only
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 issues.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Implementation of good routines like discourse structures (e.g., which one doesn't belong) and Three Reads are embedded.
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 do not seem contrived.
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 contexts do not seem contrived.

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 contexts do not seem contrived.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Embedded reading and science learning
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	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	No issues
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	I did not see any missing benchmarks.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teachers with varying levels of teaching experience will gain opportunities to improve pedagogy
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Tools complement one another 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	Tools complement one another 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	Students can visualize contexts well with given information

5. E. Pacing of Content:The amount of content presented at one 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 mentioned, some benchmarks may have more lessons than needed.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are not many opportunities for students to learn skills through multiple modalities.
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 tools to support core instructional time

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	TE provides many opportunities
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Consistent through embedded MTR connections
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Sometimes benchmark expectations are lost when emphasizing procedural explanations
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Again, embedded with MTR connections
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	REcommendations for small group applications
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Spark Your Learning tasks are wonderful!

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	I love the Spark Your Learning tasks that elicit students' own strategies and discussion.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Good implementation of discourse routines and reading strategies like Three Reads
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Same as justification for 8.F
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Students have varied opportunities to demonstrate 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	Students have varied opportunities to demonstrate learning
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There could be more opportunities within the SE.
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 requires teacher professional development because so much is done outside of using a textbook 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	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	No issues observed

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

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: 1205070 - Grade Eight Mathematics: Pre-Algebra

Bid ID: 464

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. Into 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	Font Size _Fair …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	Background _ 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	ext 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	Alt Tags - 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	Students with low vision or blindness rely heavily on these features to navigate content and have read aloud.

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. Into 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 . Very limited.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	This navigation is essential for students to access and move through content

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. Into 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	Highlighters are provided in the four standard colors -Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text can be automatically extracted into another document. Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Note taking tools -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. Into 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
	4 - Good Alignment	Good effort in designing with UDL in mind but look into areas that scored fair or below.

Reviewer's Name: Elizabeth Pendas

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

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Edition: N/A

Grade Level: 6-8

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Bid ID: 464

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 program has several strengths: -The examples are presented to the students in a scaffolded, procedural way that helps students create a plan to logically order the steps or ideas to solve problems. -Complex examples are decompose into manageable parts. - The program includes many interesting and

	engaging real-world problems. - Connections to previous learned concept is included when appropriate. - Spiral review is incorporated within each lesson. - Standards-based practice is in each lesson. The program has several weakness: -The program is lacking multiple representations and the use of manipulatives or models to help students understand mathematical concepts. -The program is lacking multiple strategies to help reach all students. -The program uses rise over run as a definition for slope. This definition can be confusing for a lot of students including ELLs. Note: The "Getting ready for the FSA" materials are aligned to the MAFS standards and not B.E.S.T. standards but in the program video, it states that they will update this resources when the new item specs are released.

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.	4 - Good Alignment	Expectation for students to memorize the Law of Exponents.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	Instruction includes limited example on how to use Algebra Tiles to model but there are no examples of modeling or different strategies in the student textbook.eptualized their understanding.
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	Instruction includes limited examples of how to use Algebra Tiles to model but there are no examples of modeling or different strategies

			in the student textbook.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	3 - Fair Alignment	Very procedural instruction without the use of the Properties of Operations or the use of models such as algebra tiles, balances or drawings to help student conceptualize algebraic concepts.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	There are no models such as algebra tiles, drawings, or balances to help student conceptualized algebraic concepts.
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	Scaffolded examples
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Instruction should avoid the language of rise over run to describe the slope - Slope is the ratio of the change in the vertical direction over the change in the horizontal direction.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	Instruction should avoid the language of rise over run to describe the slope - Slope is the ratio of the change in the vertical direction over the change in the horizontal direction.

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	Interesting and engaging real-world examples included.
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	Interesting and engaging real-world examples included.
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	Leading questions to help students conceptualized their work.
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	Includes real-world examples and work with rational numbers.
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	Includes real-world examples and work with rational numbers.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Includes real-world examples and work with rational numbers.
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	Lots of practice for students to graph scatter plots and line of best fit.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Includes several examples where students need to make a scatter plot.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	Includes opportunities for students to graph.

MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Instruction includes multiple representations for creating a sample space.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Instruction includes multiple representations for creating a sample space.
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	Includes scaffolded examples.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	4 - Good Alignment	Instruction includes multiple representations.
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	Real-world problems included.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	3 - Fair Alignment	Lacking strategies to help students work out real-world examples.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	4 - Good Alignment	Instruction does not include different methods of visualizing the Pythagorean Theorem.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	Connects distance between two points with the Pythagorean Theorem.

MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Examples on exploration activities are included for Triangle Inequality Theorem. Instruction includes opportunities for students to make their own conclusions. on the Triangle Inequality Theorem.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Instruction does not provide for exploration or models to build conceptual understanding.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Instruction does not provide for exploration or models to build conceptual understanding.
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	Instruction includes students developing the formula.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	3 - Fair Alignment	Instruction includes exploration in order for students to conceptualized transformations. Instruction should not represent transformations algebraically using coordinates until H.S. Geometry.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	3 - Fair Alignment	Instruction should not represent transformations algebraically using

			coordinates until H.S. Geometry.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	3 - Fair Alignment	Instruction includes exploration in order for students to conceptualized transformations. Students should not be expected to represent transformations algebraically using coordinates until H.S. Geometry.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Instruction should avoid the language of rise over run to describe the slope - Slope is the ratio of the change in the vertical direction over the change in the horizontal direction.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	3 - Fair Alignment	There are no examples of the number line being used to help students approximate rational numbers. The number line is used at a minimum as a strategy to approximate numerical expressions and estimating square roots.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	The use of number lines and inequality symbols are used in the instruction.

MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	3 - Fair Alignment	There are no examples of expanded notation to help support the understanding of exponents.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	3 - Fair Alignment	There is no instruction to build number sense with scientific notation or connections to place value and expanded form.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Instruction does not make a connection of operations with scientific notation to the Law of Exponents
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	3 - Fair Alignment	Lacking strategies to help students work out real-world examples.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	Scaffolded examples
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.	2 - Poor Alignment	Only noticed Turn and Talk strategy being highlighted for MRT 1.

	• 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.	2 - Poor Alignment	There are just a few lessons where instruction is illustrated using multiple representations. There are no instruction with the use of manipulatives or models.
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	Each lesson includes spiral review, are you ready section and step it out section that will help students 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.	3 - Fair Alignment	There are some problems that encourage the students to construct an argument and justify their answers,
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	Step it out section of each lesson helps students build structure and helps breakdown complex problems 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. • Evaluate results based on the given context.	4 - Good Alignment	Questions within the problems help students reason about their answers. The program is lacking estimation skills.
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 program includes many interesting and engaging real-world problems.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are asked to justify their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Robust but easy to read word problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students need to justify their reasoning.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	The only strategy evident is Turn and Talk.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Specified instructions on how to solve certain problems.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Student learning goals are written in I can statements.
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 included to help students communicate information.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Strategies included to help students communicate 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	All of the benchmarks were present in the program and aligned to the 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	Content is aligned to the benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Waggle's adaptive program allows for differentiation.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The step it out section scaffolds the lesson for the students. There are also leading questions to help

		students understand the concepts.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	There are several opportunities for students to practice basic skills as well as standard-based problems. Each section includes standard-based problems review.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The complexity of the problems is scaffolded.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Lessons are chunked into reasonable instructional time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not find any errors in the materials I reviewed.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	I did not found any bias or inflammatory materials in my review.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	There is a lack of multiple representations, models and use of manipulatives to help students conceptualize the math.
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 I reviewed appears to be accurate.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	There is a lack of multiple representations, models and use of manipulatives to help students conceptualize the math.
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 context is aligned 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	Real-world context 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	Examples in the curriculum makes connections to different aspects of 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	Cross-curriculum examples included throughout the curriculum.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	3 - Fair Alignment	There are minimum examples of multicultural representations.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	I did not found anything inappropriate in my review.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Materials are aligned to 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.	4 - Good Alignment	Teacher resources are available with instructional guidance included.

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 connected and in sequence.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Lessons flow and make connections to previous skills and concepts learned.
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 real-world problems are engaging.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The lessons are chunk into reasonable pace.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	The is a lack of strategies and accessibility for students who may need 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	The curriculum is engaging and scaffolded.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Interesting and engaging problems included throughout the curriculum. There is a lack of multiple strategies and representations.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The curriculum is set up in small chunks and in sequence.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Outcomes are clearly stated for each lesson.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Program including guiding questions to help student conceptualized the math.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There are just a few strategies highlighted to assist different types of students. There is a lack of multiple representations and strategies.
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 are engaging.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities are scaffolded and use to activate prior knowledge.
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 is a lack of multiple representations, models and use of manipulatives to help students conceptualize the math. There are only a few strategies highlighted throughout the curriculum.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	There are only a few strategies highlighted throughout the curriculum.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The practice correlates to the benchmarks.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The practice correlates to the benchmarks.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are only a few strategies highlighted throughout 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?	3 - Fair Alignment	Some MTRs are not being fully highlighted 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.)	3 - Fair Alignment	The curriculum does not take into considerations all the types of learners. It does not include multiple representations and strategies to help all learners including ESE and ELL students.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	YES
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	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: Rachel Schrimsher

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 464

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 content is attractive to students and provides rigorous opportunities to interact with the standards. The website and teacher platform provide support for the novice to the master teacher on the new standards. The interactive

	nature of the student platform is engaging and easy to use for students of all ages.

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	Clear t-chart as well as practice to understand the laws of exponents.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	the I can statement is very wordy and could be broken down further to make it easier to understand
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	Question support the depth of the standard and provides practice.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Question support the depth of the standard and provides practice.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Question support the depth of the standard and provides practice.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	The cube root of a positive number p is x when x3 = p. For example, 43 = 64, so the cube root of 64 is 4. The cube root of a negative number p is -

			x when x3 = p. For example, (-5)3 = -125, so the cube root of -125 is -5. The symbol for a cube root is similar to the symbol for square root, and written as 3 ? __ . 3 ? ___ 64 = 4 is read out loud as, “The cube root of 64 equals 4.” A perfect cube is a whole number whose cube root is an integer. For example, 64 is a perfect cube since its cube root is an integer, 4.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Question support the depth of the standard and provides practice.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Question support the depth of the standard and provides practice.
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	A factory produces mobile phones at a constant rate. The table shows four ordered pairs whose points exist on the graph of the function representing the factory’s output. In the ordered pairs, x is the number of shifts worked and y is the number of mobile phones produced. Write the equation of the linear function that includes these points in the form y = mx + b

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	Abha is climbing a mountain. While covering 20 yards of horizontal distance, Abha's elevation increases by 40 yards. Consider Abha's climb as a linear function. 3. What is the slope of her climb? 4. When would the slope of Abha's climb be negative?
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	Interpretation is realistic. P. 213, Q4, Part C Toni wants to purchase 20 songs per month. Which app should she choose? Why?
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	Wes is laying out model train tracks along equations on a coordinate grid and wants to know if there is a place where the two trains might collide. Determine whether there is any such place, and explain your reasoning.
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	While the graphs are shown, the equations for the system are also shown while eliminates practicing the skill of reading a graph.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Cody is comparing the total costs of two climbing gyms. Each

			gym charges a fixed fee for gear rental and an hourly fee for climbing. Cody graphs a pair of equations, as shown, to help him compare the costs. A. What does the slope represent in this context?
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	Mrs. Tenney gave her students a test. The students had 3 weeks to study for the test, and Mrs. Tenney tracked the number of hours that each student studied and the scores they got on the test. Graph the data in the table. Describe the graph.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Real world situations are given and the plots are shown with guided questions.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	3 - Fair Alignment	Not a clear direction on "how to" create the trend line.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	3 - Fair Alignment	Examples with tree diagram, table and lists. However, standard calls for only two consecutive times and the examples show more without a boundary.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Find the probability P(A, A, A). Write the probability as a

			fraction, decimal, and percent. Round to the nearest hundredth and whole percent.
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	Jamie works at a dog shelter. The types, colors, and genders of dogs are shown. Predict how many times out of 90 Jamie will randomly pick a tan, male pug to walk. Assume an equal chance for her to select each dog. A. Make a tree diagram or organized list to represent the sample space.
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	Detailed and various examples are aligned with 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	Detailed and various examples are aligned with 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.	5 - Very Good Alignment	When a state fair opened, the number of people attending the fair gradually increased at a constant rate in the morning. Then the number of people remained constant through the afternoon. In the evening, the attendance gradually decreased at a

			constant rate until near the end of the night, when the number of people decreased swiftly at a constant rate as they all left.
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	One leg of a right triangle is 9 inches and the hypotenuse is 21 inches. Find the length of the second leg. Do the lengths of the sides form a Pythagorean triple? Explain your reasoning.
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	A fencing company is putting fences around the properties shown on the map. Each unit on the map is 1 yard. They need to decide which property has the longest perimeter so they know which will require the most fencing.
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	Can you draw a triangle with side lengths of 3, 4, and 8 units? There are different ways to model the situation and investigate. You can use thin strips of paper cut to the correct lengths, or you can use tools such as a ruler and compass, or geometry software.

MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	Question support the depth of the standard and provides appropriate practice.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Question support the depth of the standard and provides appropriate practice.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	Question support the depth of the standard and provides appropriate practice.
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	Great real world connections, especially the AMBULANCE activity
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	Use a coordinate plane to draw figures for a custom phone case. Include several similar figures in the design, as shown on the graph.
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	Maribel needs to cut shapes out of fabric to prepare for a different quilt. Trace Figure 1 on a piece of paper and cut it out. Lay your cutout on top of Figure 1 to make sure it is the same size and shape.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	The length of one side of a building on a scale drawing 18 centimeters. The actual building length is 12 meters. What is

			the ratio of the length of the building in the drawing to the length of the actual building?
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	VIsuals and examples are excellent and clear!
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Great variety of questions and examples provide rigorous connection to the 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	Powers of 2.... Great variety of questions and examples provide rigorous connection to the 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	Rigorous connection 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 connections in visuals and rigorous.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	A factory produces boxes of paper clips that each contain 2.5 × 102 paper clips. Every hour, the factory produces 8000 boxes. Assuming the factory operates 24 hours per day,

			how many paper clips are produced in one week? Express your answer in scientific notation using the correct number of significant digits.
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	. One bank account has a balance of $50 and a fixed annual interest rate of 5%. Another bank account has a balance of $100 with a 2% interest rate compounded twice a year. The total amount in both accounts after 3 years can be calculated as shown. How much will be in both accounts after 3 years. Round to the nearest cent.
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	Step it ouit, ,Spark your learning, Build understanding, provide ample perspectives to analyze mathematical problems and apply previous learned skills.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	The chess game, Ambulance, Recycling examples are real and applicable.
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	Ample practice to build fluency with confidence due to similar problems.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	Constructive arguments provide conversation starters for classrooms.

	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	Connecting prior content: Use Structure If you know one point on the graph of a line, what other piece of information do you need in order to construct the function representing that line in the form y = mx + b? Explain.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	"Assess reasonableness" opportunities provide

	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.		platforms for conversation amid a variety of concepts.
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	Ample "real world" examples used within problems. No evidence of bias.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Many opportunities for justification of response.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Non-FIction grade level text are evident.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	What do you notice? Is this always true? Explain

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	Targeted specific opportunities for working with a partner or in a small group.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Excellent use of appropriate tools
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Questions are posed in a way that elicits higher order thinking: Can a right triangle be formed using any two points on the coordinate plane? Explain.
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	Loose tie based on examples. Primarily examples are targeted to assist teacher in guiding group discussions.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	As stated above, loosely tied to ESOL 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	DIrect alignment is evident.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	DIrect alignment is evident.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	DIrect alignment is evident.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Information is presented in student friendly language.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	DIrect alignment is evident.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Information is presented in appropriate student levels of prior knowledge.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Lesson flow and time to cover content is appropriate for 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	As stated in Appendix
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 in the field are contributors.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias noted
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Variety of concepts, theories, standards, methods used throughout the content.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Standards and content is reflected of current best practices.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards and content is reflected of current best practices.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Standards and content is reflected of current best practices.
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 appropriately used.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Cross curricular examples were 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).	5 - Very Good Alignment	No bias noted
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Standards and content is reflected of current best practices.

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	Standards and content is reflected of current best practices.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Standards and content is reflected of current best practices.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Standards and content is reflected of current best practices.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Content is visually attractive and appropriate 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	Pacing and flow are positive.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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	Support tools are noted to be excellent and many.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation of content aligns with requirements and is student friendly while maintaining a high level of rigor and expectations

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Motivation is noted as content connects to student interests.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Connected topics are evident.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear concepts are evident
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Support is clear and available in many platforms.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Support is broad and 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	Opportunities for group discussion, table talk, partner chats, etc
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	Many opportunities noted for collaboration and activity.
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	Standards and content is reflected of current best practices.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Standards and content is reflected of current best practices.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Standards and content is reflected of current best practices.
11. 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 is reflective of current best practices.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Content is presented in paper and online. WIth interactive features.
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	Standards and content is reflected of current best practices.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Standards and content is reflected of current best practices.

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

Reviewer's Name: Traci van Zyl

Title: HMH Florida's B.E.S.T. Into Math

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 8 Pre-Algebra

Bid ID: 464

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 review, there is no evidence of CRT being present in either the teacher or the student edition, including the glossaries, teacher notes, and all of the scenarios and information presented.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 465

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. Into 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	ext 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 use of built-in features in iOS and Windows, we could see the potential for compatibility.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to HMH Florida's B.E.S.T. Into 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	This navigation information types are essential for students who are blind or have low vision.

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. Into 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	Highlighters are provided in the four standard colors -Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text can be automatically extracted into another document. Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Note taking tools -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. Into 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
	4 - Good Alignment	Good effort in designing with UDL in mind but look into areas that scored fair or below.

Reviewer's Name: Mary Moss

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 465

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The material's alignment to the standards was not 100%. I liked the teacher guidance, but would like to see more guidance for teachers on implementation of ML routines as it pertains to the task alignment. I would like to see the MTR's addressed more

	frequently. I liked the student interactive version. Lots of great resources for teachers.

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	Variables are not limited to x; Students translating written descriptions into algebraic expressions; Students identifying parts of an algebraic expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Students translate real-world written description into an algebraic inequality and represent on a number line.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Students evaluate algebraic expressions with integers using substitution and order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	Clarification 2: is not represented
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	Pg.281-288 not represented; 311-316 not represented; operations performed with negative rational numbers; Set

			notation is not used to list numbers.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Algebra tiles and balances are represented, but no use of Bar diagrams or Number lines.
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	Algebra tiles and balances used, but no use of bar diagrams.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	1 - Very Poor/No Alignment	All terms and solutions are not limited to positive rational numbers.
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	Bar models and ratio tables used. No use of number lines.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Instruction includes using drawings, models and words.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Instruction includes using two-column tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Models used to support instruction.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of	4 - Good Alignment	PG 351, 359 no alignment; the remainder instruction includes comparisons,

	lengths and conversions within the same measurement system.		mixtures, conversions within the same measurement system.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Instruction includes the understanding of a statistical question and a non-statistical question.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	3 - Fair Alignment	Instruction on Range is missing. Instruction includes mean, median, mode.
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.	3 - Fair Alignment	Instruction does not include vertical representation of box plot. Instruction includes horizontal representation of box plots.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	Instruction limited to skewed description. Instruction does not focus on describing data as Normal or Bimodal.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	601-instruction focuses on histogram; 609-instruction focuses on histogram; instruction focuses on box plots; 643; not aligned.
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	Instruction includes opportunities for students to collect their own data to create a graphical display.

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	Instruction builds on previous understanding of coordinate plane, graphing ordered pairs in all four quadrants.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Instruction focuses on finding distances between ordered pairs, limited to the same x coordinate or the same y coordinate.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	483-No; Instruction includes solving real-world problems, plotting on coordinate plane and finding perimeter 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.	4 - Good Alignment	Instruction meets benchmark..
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Instruction meets benchmark language.

MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Instruction meets benchmark and clarifications.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Students will compare quantities on a number line and explain the meaning of zero in context.
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	Students find the absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Students solve problems involving absolute value and comparison of absolute value.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Students multiply and divide positive multi-digit numbers with decimals to 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.	3 - Fair Alignment	Instruction limited to multiplication, no division.
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	Students solve multi-step with four operations with positive fractions, mixed numbers and positive multi-digit 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	Students find the GCF and LCM of two whole numbers.

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	Does not meet the benchmark
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Instruction includes evaluating positive rational numbers and integers with natural number exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction includes expressing 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.	4 - Good Alignment	Page 436-442 meet benchmark.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to add and subtract integers.
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 includes operations with whole numbers to multiply and divide integers.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Instruction apply properties of operations to add and subtract linear expressions with rational coefficients.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Instruction meets the benchmark.

MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Instruction includes writing and solving one-step inequalities in one variable within mathematical context algebraically or graphically.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction includes how to determine an appropriate measure of center of measure of variation to summarize numerical data.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Instruction meets benchmark.

MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Instruction includes applying the formulas to find the areas of trapezoids, parallelograms and rhombi.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Instruction includes area of polygons or composite figures by decomposing them into triangles or quadrilaterals.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	2 - Poor Alignment	Instruction does not include whole-number exponents.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Instruction includes solving problems involving any of the four operations with rational 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.	2 - Poor Alignment	Instruction partially meets benchmark.

	• 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.	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	2 - Poor Alignment	Instruction partially meets benchmark.

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • 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	Instruction partially meets benchmark.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	2 - Poor Alignment	Instruction partially meets benchmark.

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	2 - Poor Alignment	Instruction partially meets 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.	2 - Poor Alignment	Instruction partially meets benchmark.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Instruction partially meets benchmark.

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	Instruction partially meets benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Instruction partially meets benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Instruction partially meets benchmark.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	43 were level 4 alignment and 10 were level 3 alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of the standards are not fully met in the curriculum.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are more easily adaptable if using the digital verson.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient details provided for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The complexity or difficulty has a fair alignment to the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level of 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.	3 - Fair Alignment	The complexity or difficulty of the treatment of the content could be a little rushed for 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.	4 - Good Alignment	The primary and secondary sources cited reflect expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	The primary and secondary sources somewhat 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	My review did not encounter any typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material appeared to be free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Material contained concepts, standards and models used in mathematics.
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 inconsistencies or mistakes were discovered during my review.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Materials 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	The content is presented in appropriate context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate and relevant 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	In most situations, content is presented with connections to life in a context that is

		somewhat 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	Materials include interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Multicultural representations were fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Materials portrayed people and animals with compassion, sympathy.
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 benchmarks and standards covered in 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	Many resources for teachers to use to address, supports for students in additional learning and enrichment.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components align with the curriculum and each other..
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	All materials are consistently and logically organized in the curriculum.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The visuals engage students in reading as well as 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.	3 - Fair Alignment	The pacing seems to be somewhat fast paced that may not allow all students to understand in the given amount of 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 digital tools to support students to be able to interact with the material, but no feedback after student completes one of the questions.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	There are plenty of presentation materials for this curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Materials contain motivational strategies to maintain learner motivation, but they appear to be optional, not necessarily as part of instruction to help with engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Materials have a fair amount of alignment to teaching a few "Big Ideas".
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear statements of outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some alignment for guidance and support in materials to help students successfully become independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There is fair alignment to support for 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.	3 - Fair Alignment	The materials engage students with mostly turn and talk collaboration, few opportunities for 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.	3 - Fair Alignment	Few activities provided .
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Instructional strategies provided in materials, but appear to be optional.
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 targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The materials use few 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	The assessment strategies incorporated in the materials are somewhat effective in assessing learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Only a fair alignment of UDL strategies in this 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?	3 - Fair Alignment	Only a fair amount of alignment to ELA expectations 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.)	3 - Fair Alignment	There is a fair alignment to Learning requirements.

Special Topics	Reviewer Rating	Rating Justification

Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials did not appear to have any CRT reference.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any 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 did not appear to have any SEL strategies.

Reviewer's Name: Joanna Pitts

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 465

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 - Teacher edition book and organized very well. I love the various suggestions for teachers to use for centers, differentiation, group work, prior knowledge check, etc. There are a lot of opportunities for students to practice and teachers to review and assess. The adaptive practice is a

	great tool to supplement when needed. The material provided makes it easy for teachers to find what they need to teach and easily differentiate lessons when needed without having to find extra materials on their own. The lessons are not "over loaded" with information, which can cause students to become overwhelmed. The skills are taught by steps and are organized in a way to keep students engaged in the procedures being learned which can help students to understand the procedures better. Weaknesses - I did not find many weaknesses in this material - I would only say more materials for ELL students could be added or at least suggestions to help those 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	Students are given descriptions and examples of expressions; plenty of practice to write expressions and descriptions
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Problems are written in various forms, giving students opportunities to see various representations
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Lesson follows standards and benchmark clarification
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Standard is covered completely; all properties are defined and practiced

			throughout the lesson.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Equations and inequalities are dispersed throughout multiple lessons; the skill is connected with other benchmarks easily
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	Benchmark clarifications are followed; various representations of equations are used in multiple lessons. I love how this standard is spread out through multiple lessons and various strategies are used.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Standard is covered in detail; clarifications are addressed.
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	Lessons have more practice with decimals than fractions; only a few fraction addition and subtraction problems found in the lessons.
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	Real world context given; benchmark clarifications are followed.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units.	4 - Good Alignment	Benchmark is covered completely.

	Calculate and interpret the corresponding unit rate.		
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.	3 - Fair Alignment	Lessons could have more practice with creating tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Lesson instruction follows benchmark clarification
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Problems given are real world related; various representations are used.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Lesson addresses benchmark accurately.
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	All measures of are covered except for range (range is addressed later in the box plot lesson).
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Real world problems are used; all parts of box plots are given in examples and practice throughout lessons.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Lesson uses both histograms and line plots; all vocabulary is explained and modeled in detail.

MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Benchmark is spread out throughout multiple lessons which allow skills to build upon one another.
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	Module 18 covers all types of measures and diagrams, detailed practice for students to practice description of histograms, box plots, and line plots.
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	Lesson covers standard appropriately.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Lesson covers standard; real world problems are given to practice skill
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Benchmark clarifications are covered; instruction and examples are given in detail.
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	Instruction includes relationship between rectangles and triangles to derive area formula and practice using the formula.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and	4 - Good Alignment	Lesson uses circles, which is a 7th grade standard but this fits

	composite figures by decomposing them into triangles or rectangles.		in well since this is an advanced course.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Students first learn how to calculate volume, then next lesson uses this to build onto finding 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.	4 - Good Alignment	Standard and benchmark clarifications are covered.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Standard is covered in detail and benchmark clarifications are followed.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Benchmark clarification 1 is covered really well throughout the lessons, using different verbal comparison words.
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.	3 - Fair Alignment	Absolute values is covered well, but lesson needs various number lines (most of them are horizontal) and more practice with absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Real world examples and problems are given.
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	Lessons build upon one another (multiplication to division), benchmark

			clarifications are followed.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Lessons use appropriate amount of visual models to connected to standard algorithm, lessons build upon one another to promote understanding of skill.
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	Multi step problems are given throughout various lessons to connect skill with other benchmarks as well.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Lessons connected GCF and LCM with 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	Benchmark is covered with GCF.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Material covers benchmark thoroughly.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction and material connects prime factorization with other benchmark skills (GCF and distributive property).
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Benchmark is covered.

MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Benchmark is covered; use of number lines are extensive which is good; more manipulatives and diagrams would be useful for addition and stubtraction.
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	Good use of models and diagrams in instruction
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Good connections with previously learned skills; benchmark clarifications are addressed.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	Benchmark clarification 2 mentions rational coefficients; lessons need more practice with fraction coefficients.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Benchmark and clarifications are covered in lessons.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	All types of percent problems are represented throughout various lessons.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Real world problems are used to solve proportion problems;

			also link to statistics and probability.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Benchmark clarification includes justification of appropriate measures; more opportunities for this could be added in the lesson.
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	All types of representation is given in the lessons for students to compare data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Standard is covered well in material.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Standard is covered well in material; different scenarios are given for probability.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction includes descriptions found in benchmark clarifications.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Different scenarios are used to practice skill (marbles, rolling die, etc.)
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	Lesson instructs on experimental and theoretical probability as clarification suggests.

MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Lesson instruction relates area of shapes to rectangles and triangles, connecting previous skills with benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Examples given and material used in instruction covers benchmark.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Practice problems include exponents, absolute value, and grouping symbols. Practice problems are complex, encouraging students to think above level.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Lessons completely cover standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Benchmark is covered in multiple lessons.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Tasks throughout lessons encourage students to participate in lesson by explaining or sharing thinking with one another.

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	Most lessons include models and various scenarios for students to think about the problems in multiple ways. Connections are made with previous skills to help students understand the skill.
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	Instruction promotes fluency; students are encouraged to explain methods.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	4 - Good Alignment	Spark Your Learning section in front of lessons allows students to explain

	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.		and discuss their thinking with others.
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 focus on patterns to to solve problems and understand complex problems.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	Discussions are encouraged, explanations are

	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.		encouraged throughout lessons.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	All lessons use real world and relatable problems for students to understand the importance of the skills they are learning.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Every lesson begins with a "Turn and Talk" question that encourages students to communicate and justify their answer.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Information and text is on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are encouraged to infer

			information about each lesson at the beginning, which give them a goal and reason for completed problems presented in the lesson.
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	Turn and Talk and Learning Mindset sections in the lessons allow for students to reflect on their learning and reasoning; it also encourages them to explain why their discussions are helpful.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Many opportunities given for students to show and explain their steps and work when solving problems
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Variety of questions and discussion topics are given throughout the lessons, which allows students to practice their speaking and writing skills.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Differentiated options are given throughout teacher edition; more suggestions for ELL learners may be helpful.

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	Sixth grade, as well as 7th grade standards for advanced courses, are covered well in all lessons.
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	Text material is appropriate for sixth grade.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Online instruction, textbook material, extra resources are all easily adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Examples and instruction seems to all be thought out well, Turn and Talk throughout the lessons gives students opportunities to discuss learning together.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Standards are matched in the lessons; students are given complex problems to carry the standards a bit farther when appropriate.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Lessons in text matches complexity for students in advanced courses.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The lessons are thorough and are spaced out in a way that students can understand material in an appropriate timeframe.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The online Adaptive Practice works well with textbook material; students can work at their own pace or be assigned extra assignments based on classroom lessons.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Adaptive Practice allows for extra practice; extra materials (such as reteach worksheets) are also available.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No noticeable errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	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	Content is accurate based on standards.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No mistakes found in material or instruction.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Instruction seems up to date with current student learning.
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 matches standards and benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate for sixth grade learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is real world and relatable, giving students and understanding of the importance of what they are learning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Students are able to make connections with other subject areas within many of the lessons.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No bias or unfair information found.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No inappropriate information found.
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 clearly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many suggestions given to support students with extra lessons and activities (some require teachers to make materials, but nothing more than writing problems on index cards or post-its mostly).
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Online practice and activities given in teacher edition match with the main lessons.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Lessons are organized in a way that makes sense to the 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.	4 - Good Alignment	Lessons are organized and set up in a way that should keep students engaged throughout the lesson.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons are not "overloaded" with information. The instruction is organized well so students can understand content easily.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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	Students can have access to textbook digitally or in print.
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 textbook seems to be organized well and all information is easy to find and easy to read.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Turn and talk sections allow students to stay engaged. Having discussions with one another can help to motivate them to stay engaged with the instruction.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Modules are organized by Big Ideas, each lesson goes through the concepts that align with the Big Ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Students are encouraged to answer questions either orally or by writing down answers about what they are learning or will be learning about.
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	As students work through examples or guided problems, written instruction explains the concept further.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Teacher edition gives suggestions for activities to support learners who need more instruction.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Materials engaged students mentally, turn and talk could be considered physical engagement.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The teacher edition includes many different suggestions to engage students and help those who need more support and extend learning for high achieving learners.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Math problems taught by steps and explained thoroughly
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instruction is focused on fluency and procedural knowledge.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	End of lessons have test prep
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Students are asked to explain steps in finding answer and show steps; various assessment opportunities are given in the teacher edition
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Teacher edition provides various differentiated learning suggestions 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	Many opportunities for written and oral communication and group work.
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	Various learning strategies are used throughout lessons.

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

Reviewer's Name: Traci van Zyl

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 465

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 review, there is no evidence of CRT being present in either the teacher or the student edition, including the glossaries, teacher notes, and all of the scenarios and information presented.

UDL Reviewer's Name: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Math Accelerated 7

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 466

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. Into 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
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. Captions - 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.
All videos are captioned.	2 - Poor Alignment	The potential for compatibility is there for the use of built-in features in iOS and Windows.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	There are no video transcripts available for students who are deafblind. Using JAWs on a PC: Not all images are labeled in PDFs or on the web based elements. Incorrect heading labels, not all math is available in UEB and is only available in Nemeth. Using VoiceOver on an iPad: Math equations do not appear long enough or cannot be navigated back to in many instances. All tagged math is displayed in Nemeth code and no UEB is available. UEB is an all encompassing code and should be included as an o

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. Into 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	Non-text navigation elements adjusted size - 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 . Very limited.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Navigation elements were well labeled. Some heading labels were inconsistent and navigation with a screen reader was challenging in some of the pages. Many PDFs were not well labeled, if labeled at all.

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. Into 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	Highlighted text can be automatically extracted into another document. Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Note taking tools -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. Into 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
	4 - Good Alignment	Good effort in designing with UDL in mind but look into areas that scored fair or below.

Reviewer's Name: Mangayarcarassy Neelavannan

Title: HMH Florida's B.E.S.T. Into Math Accelerated 7

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 466

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.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	Problems represent varying situations to strengthen knowledge
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Problems represent varying situations to strengthen knowledge
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Problems represent varying situations to strengthen knowledge
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	Problems represent varying situations to strengthen knowledge
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	Problems represent varying situations to strengthen knowledge
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	3 - Fair Alignment	Lesson 6.7 indicates 7.AR.4.4; in the book it references 8.AR.3.1, 8.AR.3.2
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Problems represent varying situations to strengthen knowledge
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark

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

MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
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 collection of problems aligned to the benchmark
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	3 - Fair Alignment	Lesson 3.5 takes it to a deeper level (interpret is not in the benchmark). Also, rather than in Grade 8, in Algebra 1, students will write and solve linear equations in one variable in a real-world context, with rational number coefficients.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	2 - Poor Alignment	Lesson 9.3 includes problems wherein the p values are not whole numbers and q values are not integers. As per the benchmark, x^2=p and x^3=q, p should be whole number and q should be integers.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	1 - Very Poor/No Alignment	Lesson 7.3 references 8.AR.3.1. The problems do not

			address the benchmark 'Determine if a linear relationship is also a proportional relationship'. Digging into the book, lesson 6.7 also references the benchmark 8.AR.3.1. However, the problems once again are not in in correlation with the expectations of the benchmark.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	2 - Poor Alignment	Benchmark 8.AR.3.2 indicates 'Given a table, graph or written description of a linear relationship, determine the slope.' Lesson 6.3 emphasis is on writing an equation; 6.4 is about proportional relationships
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	3 - Fair Alignment	Fair collection of problems aligned to the benchmark
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	3 - Fair Alignment	Fair collection of problems aligned to the benchmark
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine	2 - Poor Alignment	8.AR.4.1 focuses on determining which

	which ordered pairs satisfy the system of linear equations.		ordered pairs satisfy the system of linear equations. Lesson 8.1 has great conceptual understanding questions, but does not directly address the need of the benchmark.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Good collection of problems aligned to the benchmark

MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	1 - Very Poor/No Alignment	Lesson 7.1 focuses on identifying whether it is a function or not, which correlates with F.1.1. The Benchmark F.1.2 expects students to identify whether a function is a linear function. The lesson in the book does not address the need of this benchmark.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	3 - Fair Alignment	Radicands are limited to whole numbers up to 225
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 collection of problems aligned 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.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	3 - Fair Alignment	Problems in the Step it Out include more than one transformation which is beyond the benchmark expectation. Problems expect students to represent the transformation algebraically, which is an expectation of the Geometry course.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	3 - Fair Alignment	The expectation of this benchmark is not to represent a dilation on the coordinate plane as this will be included in MA.8.GR.2.3 instruction.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	3 - Fair Alignment	Problems in the Step it Out include more than one transformation which is beyond the benchmark expectation. Problems expect students to represent the transformation algebraically, which is an expectation of the Geometry course.

MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	2 - Poor Alignment	Most of the problems in the lesson do not focus on similar triangles
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	Good collection of problems aligned to the benchmark
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Good collection of problems aligned to 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	Good collection of problems aligned to the benchmark
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Good collection of problems aligned to the benchmark
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Good collection of problems aligned 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	Good collection of problems aligned to the benchmark
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • 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	Good collection of problems aligned to the benchmark
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	4 - Good Alignment	Good collection of problems aligned to the benchmark

	• 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	Good collection of problems aligned to the benchmark
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	Good collection of problems aligned to the benchmark

	• 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	Good collection of problems aligned to the 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	4 - Good Alignment	Good collection of problems aligned to the benchmark

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

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Good collection of problems aligned to the benchmark
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Good collection of problems aligned to the benchmark
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Good collection of problems aligned to the benchmark
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Good collection of problems aligned to the benchmark
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Good collection of problems aligned to the benchmark
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	Fair collection of problems aligned to 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 collection of problems aligned to the benchmark
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Good collection of problems aligned to the benchmark
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Good collection of problems aligned to the benchmark
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Good collection of problems aligned to the benchmark
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Good collection of problems aligned to the benchmark

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

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	More similar type problems will be beneficial for practice

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Good collection of problems aligned to the benchmark
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Good collection of problems aligned to the benchmark
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Some learning outcomes can be made to align clearly with the benchmark.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	More of the similar type problems will help students practice for success

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Good collection of problems aligned to the benchmark
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Good collection of problems aligned to the benchmark
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Good collection of problems aligned to the benchmark
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Strategies could have included more of the concrete manipulative use
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Good collection of problems aligned to the benchmark
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Good collection of problems aligned to the benchmark
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Good collection of problems aligned to the benchmark
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Good collection of problems aligned to the benchmark
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Good collection of problems aligned to the benchmark
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	Good collection of problems aligned to the benchmark

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

Reviewer's Name: Traci van Zyl

Title: HMH Florida's B.E.S.T. Into Math Accelerated 7

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 7

Bid ID: 466

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 review, there is no evidence of CRT being present in either the teacher or the student edition, including the glossaries, teacher notes, and all of the scenarios and information presented.

Reviewer's Name: Thomas Womble

Title: HMH Florida's B.E.S.T. Into Math Accelerated 7

Publisher: Houghton Mifflin Harcourt

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Course: M/J Grade 7 Accelerated Mathematics

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Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	There is a lot of meaningful practice in this curriculum. I would like to see more fluency exercises. The presentation of the material and the look of the visuals is appealing to the learner and will keep them engaged. The manipulatives, turn and talks, and projects are given at the appropriate

	place and will assist the learner with advancing through the curriculum.

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	The standard is covered well in the resources given.
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 standard is covered well in the resource given and it is in the appropriate place in the course.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	The standard is covered well in the resource given and it is in the appropriate place in the course. Lots of practice in this resource.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	The standard is covered well in the resource given and it is in the appropriate place in the course. Lots of practice in this resource.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	The standard is covered well in the resource given and it is in the appropriate place in the course.

			Lots of practice in this resource.
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	The standard is covered well in the resource given and it is in the appropriate place in the course. Lots of practice in this resource.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Lots of real world examples.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	3 - Fair Alignment	Great examples and instruction, but I do not see a review of how to use a protractor.
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 lesson, good resources.
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	This standard is covered well and has many real life examples.
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	The steps and conceptualization are easy to follow.
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 connections through real life objects that students can relate to.
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	Standard is covered well with good visuals.

MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Standard is covered well with good visuals.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Standard is covered well with good visuals.
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	Students derive the laws of exponents through examples.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Curriculum does well instructing the students how to rewrite rational numbers, but there are not many real life examples in the two provided resources.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	3 - Fair Alignment	I would like to see more practice with the initial operations with exponents, before jumping into having multiple step exponent problems worked on.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	2 - Poor Alignment	The examples are not linear.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	3 - Fair Alignment	Good alignment, but is going to depend a lot on teacher explanation.
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	Standard is presented sufficiently.

MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	Good 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	No integers in examples from resource given.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	The standard is covered well with good visuals.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	The standard is covered well with good visuals.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	The standard is covered well with good visuals.
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	I have never seen time listed as the dependent variable.
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 with good real world examples.
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.	2 - Poor Alignment	This example is not in the given resource.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	The standard is covered well with good visuals.

MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	The standard is covered well with good visuals.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	The standard is covered well with good visuals.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Good alignment with good real world examples.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	The standard is covered well with good visuals.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Good examples and good visuals.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Probability unit is excellent and covers 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	Probability unit is excellent and covers 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	Good alignment with good real world examples.
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.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and	5 - Very Good Alignment	Good alignment with good real world examples.

	identify where the function is increasing, decreasing or constant.		
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Good alignment with good real world examples.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Done very well.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	Great project and visuals for developing this standard.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	3 - Fair Alignment	Good visuals. Could be chunked a bit more.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Aligned with 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	Aligned with 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	Standard is covered well.
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	Good 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.	5 - Very Good Alignment	The transformation unit is covered very well.

MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	First resource is not connected to the standard. Second resource covers the standard well.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	This standard is covered well.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	This standard is covered well with good visuals.
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	This standard is covered well and chunked nicely.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	This standard is covered well.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	3 - Fair Alignment	Good description of standard but like procedural fluency through extra practice.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Standard is covered well.
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 covered well with real world examples.

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	Turn and talks in the beginning of each lesson.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • 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 is used to help students understand concepts.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	2 - Poor Alignment	There are not many practice problems for fluency.

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

	• 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	This is covered well.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	Many good real world examples.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to justify their answers.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Standard is covered in curriculum.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	students are asked 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.	5 - Very Good Alignment	Turn and talk at the beginning of each lesson.
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	Good alignment.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Good alignment.

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

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The curriculum is presented in an appealing matter and will translate well 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	Information is chunked for understanding.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The curriculum is appropriate for the age and expected ability of the learner.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The curriculum is appropriate for the age and expected ability of the learner.
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 curriculum is appropriate for standard class time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Very good alignment.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Very good alignment.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	I have never seen time listed as the dependent variable.
11. D. 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.
12. D. Accuracy of Content: 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 7th math concepts.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	I have never seen time listed as the dependent variable.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Complies with BEST.
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 is appropriate for the age and expected ability of the learner.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The curriculum is appropriate for the age and expected ability of the learner.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Curriculum does well presenting real life scenarios that the students will relate to.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	I did not notice many interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No unfair or biased portrayals.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Complies with BEST.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The curriculum is appropriate for the age and expected ability of the learner.

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	Everything is great except for the lack of fluency exercises.

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Learners are motivated in material.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Curriculum is great, but there are portions that could be chunked better.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clear and topical to the standard.
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	Turn and talks and conceptual learning are used well.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Curriculum can be adapted to multiple 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	Turn and talks.
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	Turn and talks and manipulatives are used.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Good strategies used.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Aligns well.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessment strategies relate to 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	Assessment strategies relate to material.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Assistance is reflected well in UDL questionnaire.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	I do.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	It does.

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

Reviewer's Name: Vera Gore

Title: HMH Florida's B.E.S.T. Into Algebra 1

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD; Robert Kaplinsky, MEd

Copyright: 2023

Edition: N/A

Grade Level: 9-12

Course: Algebra 1

Bid ID: 467

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: Tara Jeffs

Title: HMH Florida's B.E.S.T. Into Algebra 1

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD; Robert Kaplinsky, MEd

Copyright: 2023

Edition: N/A

Grade Level: 9-12

Course: 1200310 - Algebra 1

Bid ID: 467

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. Into Algebra 1: • 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	ext 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.	2 - Poor Alignment	No video transcripts available for students who are deafblind. Using JAWs on a PC: Not all images are labeled in PDFs or on the web based elements. Incorrect heading labels, not all math is available in UEB and is only available in Nemeth. Using VoiceOver on an iPad: Math equations do not appear long enough or cannot be navigated back to in many instances. All tagged math is displayed in Nemeth code and no UEB is available. UEB is an all encompassing code and should be included as an option.

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. Into Algebra 1: • 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	Non-text navigation elements adjusted size - 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	keyboard shortcuts.- 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	Navigational elements are well labeled. Navigation structure is not always consistent. Heading labels not always consistent.

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. Into Algebra 1: • 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	Highlighters are provided in the four standard colors -Excellent options for students
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted text can be automatically extracted into another document. Easy to Use
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Note taking tools -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. Into Algebra 1: • 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	Other AT - 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
	4 - Good Alignment	Good effort in designing with UDL in mind but look into areas that scored fair or below.

Reviewer's Name: Julie Leofanti

Title: HMH Florida's B.E.S.T. Into Algebra 1

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD; Robert Kaplinsky, MEd

Copyright: 2023

Edition: N/A

Grade Level: 9-12

Course: Algebra 1

Bid ID: 467

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.	Appropriately addresses the benchmarks, MTRs, and ELA expectations. This material also considers all learners levels within instruction. Interactivity was one feature that I would have liked to see.

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	Appropriately addresses interpretation of quantities
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	3 - Fair Alignment	2.3 best aligns but the others don't quite have a focus of isolating a quantity of interest (more of evaluating/solving when terms are already on one side of the equation)
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	Includes mostly integer coefficients with very minimal different representations of rational number coefficients (fractions/decimals)
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	Aligns but could use decimal representations of rational number coefficients when dividing
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	Aligns appropriately
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	Aligns appropriately

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	Aligns appropriately
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	Aligns appropriately
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Aligns appropriately
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately and provides opportunity to address and connect each method of solving a quadratic
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a	4 - Good Alignment	Aligns appropriately

	graph, a written description or a table of values within a mathematical or real-world context.		
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	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	3 - Fair Alignment	Aligns mostly to solving but not writing absolute value equations
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	Aligns appropriately
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately

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	Aligns appropriately
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	Aligns appropriately
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Aligns appropriately
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	4 - Good Alignment	Aligns appropriately
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	4 - Good Alignment	Aligns appropriately
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	4 - Good Alignment	Aligns appropriately
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Aligns appropriately
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	Aligns appropriately
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	Aligns appropriately

MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	4 - Good Alignment	Aligns appropriately
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	4 - Good Alignment	Aligns appropriately
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Good Alignment with proper function types represented
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	Aligns appropriately
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	4 - Good Alignment	Aligns appropriately
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Aligns appropriately
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Aligns appropriately
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Aligns appropriately
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$,$kf(x)$, $f(kx)$ and $f(x+k)$ for specific values of k.	4 - Good Alignment	Aligns appropriately

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Aligns appropriately with simple and compound interest only
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	Aligns appropriately
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	4 - Good Alignment	Aligns appropriately
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	Aligns appropriately
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	Aligns appropriately
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	(check link #4 -wrong pages) Aligns appropriately

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	Aligns appropriately
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	Aligns appropriately
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	Aligns appropriately and deeply

	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	Aligns appropriately
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	Aligns appropriately

	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.	4 - Good Alignment	Aligns appropriately
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Aligns appropriately
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	(check link #10- incorrect pages) Aligns appropriately
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Aligns appropriately

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

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

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

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

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

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Aligns appropriately
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation aligns appropriately

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

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

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

Reviewer's Name: Tiffany Spradling

Title: HMH Florida's B.E.S.T. Into Algebra 1

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD; Robert Kaplinsky, MEd

Copyright: 2023

Edition: N/A

Grade Level: 9-12

Course: Algebra 1

Bid ID: 467

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.	These materials address all benchmarks and have great resources embedded within the TE. Good professional development is required for teachers to use these materials effectively, otherwise it may feel like these topics should be taught procedurally given the presentation of lessons.

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	It seems like there are more opportunities to use formulas (for exponential functions) than to interpret their parts.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Good contexts for which students rearrange equations
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Would like to see more mathematical and real-world contexts (very heavy in simplifying expressions out of context)
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	Heavy in procedure instead of opportunities for students to relate division to multiplication like they did with rational numbers
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	Would like to see more mathematical and real-world contexts
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Good contexts

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	Good contexts for students to apply learning
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	Would like more opportunities to compare slopes of parallel and perpendicular lines before learning procedures and formulas
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Good contexts
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 Spark Your Learning tasks
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.	2 - Poor Alignment	Does not activate prior knowledge about one-step inequalities; may imply to teachers that students do not have background knowledge
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	Good connections to what students know about linear functions
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	Good connections to what students know about linear functions

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	I like the connection of completing the square to algebra tiles.
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	Good contexts and chances for students to compare forms
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	Good representations
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	Good mathematical and 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	Good contexts, but why is this benchmark not indicated on this lesson with AR.3.4?
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	Good mathematical and real-world 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	Good contexts and connections to other types of functions
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Good contexts and connections to other types of functions
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	Good contexts and variety of representations

MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Good contexts and variety of 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	Many opportunities to relate key features to real-world and mathematical contexts
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	Good contexts
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Good contexts
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	Good contexts
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Good connections of types of data and data displays
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	Good opportunities for students to justify data displays
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	Stronger alignment in Lesson 6.1
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	Good contexts

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	Emphasis seems more on calculation than on interpretation
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	Emphasis seems more on calculation than on interpretation
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	Good real-world contexts
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 models
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	Good mathematical and real-world contexts
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	3 - Fair Alignment	Use of "rise and run" is outdated and does not provide a clear picture 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	Good variety of contexts
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	Good variety of contexts
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Good variety of contexts

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	I like the activities and chances for student discourse while exploring function transformations.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	3 - Fair Alignment	Unclear message of simple vs. compound 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	Good practice, but unclear message of how to apply functions to real world
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	Would like to see opportunity for students to explore what they think rational exponents indicate in relation to their background knowledge about integer exponents from Pre-Algebra.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Good contexts
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	3 - Fair Alignment	Would like more opportunities for students to create mathematical arguments about real 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.	4 - Good Alignment	Spark Your Learning tasks provide a great way for students to become engaged in math topics.

	• 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.	4 - Good Alignment	Students have many opportunities to make connections between representations of functions.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.	3 - Fair Alignment	Many of the chances for students to show fluency are very procedural.

	• Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	There are opportunities for students to share strategies and assess others' reasoning.
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.	4 - Good Alignment	I would like to see more opportunities for connections to what students learned in Pre-Algebra (e.g., Laws of Exponents, linear functions).

	• 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	These questions should be asked during nearly every Spark Your Leaarning or Build Understanding in order for the teacher to model with students.
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	Overall, the mathematical and real-world contexts for relating algebra are great.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Turn and Talk prompts are great

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	I like how Three Reads is embedded.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students are asked to support their strategies and solutions.
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	Turn and Talk prompts are great
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Students are expected to explain and justify strategies and solutions well.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Turn and Talk strategies will be great for teacher formative feedback.
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	Nice recommendations for scaffolding

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 are addressed through lessons
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some extraneous information from MAFS are leftover in lessons.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Teacher Edition provides good strategies for good 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	There is often more of an emphasis on replicating procedures rather than deep understanding.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The benchmarks, examples, and clarifications are all addressed.
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	Benchmarks are explained thoroughly
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	There is a lot of procedural content in each lesson that teachers may find inhibits their ability to pace well.
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 resources for teachers, given they are provided adequate professional development to use resources effectively
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 resources for teachers (again, given appropriate professional development)
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors observed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No issues observed
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Good teacher resources, given access to PD to support use of the materials
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No issues observed

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Good implementation of discourse and reasoning routines embedded
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 mathematical and real-world contexts embedded within lessons
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Good mathematical and real-world contexts embedded within lessons
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Good real-world contexts
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	Not observed
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No bias observed
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues 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 addressed, but there are some extra topics aligned to MAFS

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Teachers will likely need to find additional opportunities to connect horizontal benchmarks

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Components complement one another
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Arrangement will feel familiar to veteran Algebra 1 teachers, but more opportunities for connecting benchmarks could be embedded
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	Many pages are wordy and contain an overwhelming amount of procedural steps
5. E. Pacing of Content:The amount of content presented at one 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	Given the appropriate PD support for using the materials, teachers will find ways to pace well.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Great resources
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	SE may be overwhelming, but teacher support should help.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	I like Spark Your Learning, but wish Algebra 1 was provided the workspace provided in K-8 materials.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Students have multiple opportunities to understand and compare functions throughout the course.

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Objectives and standard alignment are clear
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Given PD support for using TE resources, this is true.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Given PD support to use lessons effectively in a differentiated environment, this is true.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Mathematical and real-world contexts are engaging
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Spark Your Learning embedded in all 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	Great discourse and reasoning routines embedded
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Some information aligns better to MAFS than B.E.S.T.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Variety of item types for students to engage
11. 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	Variety of item types for students to be assessed
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	These strategies are not clear in the SE.
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	All are embedded.

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 strategies embedded within TE.

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

UDL Reviewer's Name: LOURDES Day

Title: College Algebra

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2017

Edition: 4th

Grade Level: 9-12

Course: 1200700 - Mathematics for College Algebra

Bid ID: 469

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 College Algebra: • Font type and size functionality is provided through equivalent facilitation; users are able to adjust font type and size via browser settings. Background color functionality is provided through equivalent facilitation; users are able to adjust font and background colors via browser settings. In the Wiley eTextbook, students have the ability to change font size and other visual options. • High contrast color setting functionality is provided through equivalent facilitation. Users are able to switch into high-contrast mode in the operating system. • Assistive technology software can run in the background that includes tools for text-to-speech. Wiley eTextbooks support text-to-speech. Users of New WileyPLUS are able to use screen-reading technology for text-to-speech translation. • All images employ the use of alternative text (alt text) to help provide contextual meaning for learners who are blind or have low vision. • Captions are provided for all prerecorded audio content in videos within the New WileyPLUS platform. • For the Wiley eTextbook, VitalSource Bookshelf supports refreshable Braille displays.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	4 - Good Alignment	Fonts type and size can be adjusted. Bonus for accessibility, margins and line heights can each be adjusted three ways.
Background: High contrast color settings are available.	4 - Good Alignment	Four Background colors available.

Text-to-speech tools.	3 - Fair Alignment	Read Aloud can be turned on easily for text to speech capabilities in every page. However, it often skips or reads the equation incorrectly.
All images have alt tags.	4 - Good Alignment	Publisher reports images have alt tags. I did not have a way to easily test (hover over image).
All videos are captioned.	5 - Very Good Alignment	Videos had the capability to turn on close captions.
Text, image tags, and captioning sent to refreshable Braille displays.	4 - Good Alignment	Publisher reports textbook supports refreshable Braille. I did not have a way to test this.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to College Algebra: • For non-text navigation elements, this functionality is provided through equivalent facilitation. Users are able to adjust the size of navigational controls using browser zoom feature. • All navigation elements and menu items are accessible from keyboard. • Wiley is committed to serving the needs of all students. It is anticipated that any gaps in the program's WCAG 2.0 AA compliance will be remediated throughout 2021–2022.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	3 - Fair Alignment	Non text elements can be adjusted using the browser magnification.
All navigation elements and menu items have keyboard shortcuts.	5 - Very Good Alignment	Navigation elements have keyboard shortcuts.
All navigation information can be sent to refreshable Braille displays.	4 - Good Alignment	Publisher reports that all information can be sent to refreshable Braille. I am unable to test this.

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

Bid Response *The following are applicable to College Algebra: • The eTextbook has highlighters (in four standard colors) built-in. • Highlighted text can be copied and pasted into another document. Bookshelf Online and Microsoft OneNote integration is supported. • Students are able to take notes in the eTextbook, and it will autosave notes as students type.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Highlighters are provided in 10 colors.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted Notes can be exported for printing or sharing with others. You can also quickly create flashcards for studying.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Individual notes can be combined with highlighted notes for better processing of content.

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 College Algebra: • Screen zoom is easily adjustable using browser settings, and New WileyPLUS supports magnification software, such as ZoomText, Microsoft Magnifier, and MacOS Magnifier. • Wiley eTextbooks support text-to-speech. Users of New WileyPLUS are able to use screen-reading technology for text-to-speech translation. • Some math-based questions delivered through Learnosity and GeoGebra offer an on-screen keyboard. • WileyPLUS supports switch scanning controls. • Wiley is committed to serving the needs of all students. It is anticipated that any gaps in the program's WCAG 2.0 AA compliance will be remediated throughout 2021–2022.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports that it supports outside software to run in the background including switch scanning, and Text to ASL. I did not have these tools for testing.

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 *Wiley programs include materials that are accessible to students who require paper components. Student print*

materials are also available via NIMAS files. Please see the following NIMAC link for details: https://nimac.overdrive.com/ContentInventory/Details/36271f57-7a9f-46b1-9de4-73352dc658cb.		
Review	Rating	Comments
	2 - Poor Alignment	For students who require paper-based materials they would need to access this through NIMAS.

Reviewer's Name: Jennifer Dormichev

Title: College Algebra

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2017

Edition: 4th

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 469

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 text is good for students who have already taken Algebra 2 and are readying themselves for the rigor of college math including College Algebra. There are online supports and an eText available but there are not a lot of other supporting materials. There are no remediation or enrichment measures, perhaps due to the fact that this course is meant for

	students who have historically done well in prior math classes and remediation should not be necessary. I find the book to be an adequate resource to teach the class.

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	Several types of problems to solve for a variable
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	This standard is taught in multiple variations
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	This standard is taught very thoroughly
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	This standard is taught with a high level of rigor
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	This standard is taught in the text
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is taught but not by the module I was given. I found evidence of the standard in a different section.
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	This standard is taught well

MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is taught in the text
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	This standard is evident
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	This standard is touched upon but I feel there could be more content 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	This standard is taught very well
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	There is plenty of graphing of exponential functions but not enough writing the function
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	This standard is taught
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 taught
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	This standard is taught well

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	Teaches this standard thoroughly. I like how it does an entire lesson on the properties of logarithms, helpful for those who didn't take Algebra 2
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	This standard is taught
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	This standard is taught
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	All facets of this standard are taught
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	I like the varied real world situations used, not all engineering or science related.
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	Not a lot of real world examples evident in the lesson
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	I love the table graphic that depicts different functions.
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	This standard is covered well

MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	This standard is taught well
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	This standard is taught
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	This standard is taught well
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	Another great graphic organizer about shifts.
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	This standard is taught well
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	This standard is taught well
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	4 - Good Alignment	This standard is taught but not explicitly
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.	5 - Very Good Alignment	This is taught well

	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	This standard is taught well
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	This standard is taught well
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	This standard is taught 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	This standard is taught
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	This standard is taught well
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	This standard is taught
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	This standard is evident
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	This standard is covered well
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	Extraneous solutions, trial and error, and repeating our

	• 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.		calculations are some examples used to encourage perseverance.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This text does a nice job of showing multiple ways to solve as well as multiple ways to show your solutions.
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.	4 - Good Alignment	They encourage multiplication fact fluency in the factoring section, it also uses prior knowledge and encourages use of it to build new skills

	• 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	While there are examples that lend themselves to discussion among the students, this is not explicitly taught, it must be facilitated by the teacher.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.	5 - Very Good Alignment	This text uses a lot of procedure lists to help create consistency, pattern building is also evident throughout

	• 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	There are many instances where the texts invites the student to assess the reasonableness of the solution and use critical thinking skills and logic
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Multiple examples in the text use a variety of real world situations to teach content

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There are times the text asks the students to explain why but again this cannot be explicitly taught
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Written at a proper level of complexity
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	There are places where the students can create conjecture and derive formulas
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	Collaboration can be part of the text but must also be facilitated by the teacher.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Through the use of rubrics this is accomplished, they also use finding and correcting mistakes for this standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	This is difficult for a text to show, there are problems to fix and collaboration assignments but the teacher must facilitate this standard.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The use of graphic organizers, charts, vocabulary, and procedures help the ELL students

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All of the 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	The content is written to the level of a student who will attend college in a year
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials are easily 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	I found sufficient details to help students understand topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The text complexity is appropriate to the content
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The text complexity is appropriate to the students who would enroll in this class
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	There is ample time to teach the content if the students come with some prior knowledge
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The citations used reflect expert information
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The sources contribute to the quality of the content well
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I noticed no evidence 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	I noticed no evidence of bias

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content is substantive and appropriate
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I found no evidence of mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content is up to date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is presented well
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is presented appropriately
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Plenty of real world connections and not just for STEM fields
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	I found plenty of interdisciplinary connections, even to arts fields!
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 found no issues with portrayal of groups
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	I found no evidence of inhumanity
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks and standards are covered well

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	There are enough resources with this text
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All materials align
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	There is consistency throughout
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 video lessons for students to visualize and hear instruction
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The course is taught in properly sized segments
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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 for low vision, speech to text, captions on videos, Braille is available, and more
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall presentation requirements are covered well

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	None that are apparent
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	This text is broken down into smaller sections that are easier to digest

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Every section has objectives and explains expectations
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	This text does have some guidance but it seems there is an understanding that students taking this course will come to it with Algebra 2 knowledge
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The material is adaptable for various learning styles
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Mental yes, I saw no evidence of kinesthetic learning methods
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	I saw very little evidence 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	This text follows the gradual release strategy
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The teaching strategies in this text are well suited for the learners
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments are correlated to learning outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessments are effective
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	This text has some materials but does not consider the needs of all students
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	ELA and MTRs are covered well in this text

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	This text covers the learning requirements well

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

Reviewer's Name: Vera Gore

Title: College Algebra

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2017

Edition: 4th

Grade Level: 9-12

Course: Mathematics for College Readiness

Bid ID: 469

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

Reviewer's Name: William Igar

Title: College Algebra

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2017

Edition: 4th

Grade Level: 9-12

Course: Mathematics for College Algebra

Bid ID: 469

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 book is very cut and dry - very vanilla. It presents the concepts, has examples, then practice problems. There is not much connection from topic to topic. There is not many deep questions being answered. This may sound like a bad thing. But for this class, these students don't need to connect everything. They need to learn the material in a very

	direct way so College Algebra in college doesn't throw them off. I've taught at a couple community colleges, and they are filled to the brim with students who fear math, who have bad misunderstandings of it, have had bad teachers, etc. For these students, they need the cut and dry - this situation means do this. That is what helps them become a business owner or nurse or graphic designer. They get through college algebra and don't have to do this kind of math again. I think of my wife's uncle. He was in a community college sitting with a C average in College Algebra. He failed a test on logarithms and never went back to college - that was it - he was done. He drives a truck for a living now - so not a bad career or anything. But in his case, math closed the door to other career possibilities for him. If he had seen logarithms in high school, he probably would have been more prepared for them in college. In a perfect world, every student would have the chance to delve deep into math and see how beautiful it is. But in reality, they have a limited time for this class, and it is all of our jobs to help the students in what they need. Sometimes, that is just for them to get through math so they don't quit college all together. So, overall, I highly recommend this book. The clear examples, color-coding, and graphs all work together to help the average math student achieve their goals.

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	lots of examples of this, lots of different types of formulas and practice problems
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	whole section devoted to it, then touched on in other sections. well done.

MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	section just on this - nice. lots of arrows and different colors to illustrate process/important parts. I like the graphs to go with solving polynomial equations
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 examples and relating it to fractions with just numbers and lots of practice problems are good too.
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	Good work with tables and equations - but written description not covered in as much detail.
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	A couple good worked out examples on this from a few different sections. But could be more
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	Nice work with equations (vertex form, finding vertex, etc). But not much with just table and limited written descriptions.
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	Many problems showed in multiple formats - good word problems at right level for students

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	I love the number lines shown in most of the example
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.	2 - Poor Alignment	very little on absolute value functions - this class of function is mentioned in relation to other functions only - not on its own
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	covered thoroughly. I love the carbon dating
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	3 - Fair Alignment	Good examples with radioactive decay and Gaussian distribution. But not any problems that start with a table and want an exponential equation derived from that.
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	Many examples of equations and still a lot of examples with good written descriptions. Not too many examples with just tables. But tables are made with the equation a lot of times.
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 word problems - bacteria growth, spread of disease, real estate appreciation, etc.

MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	I like the music scale. There were a lot of equations to graph logarithms. But not very many tables or written descriptions.
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	I love the problems about anesthesia and investments and earthquakes
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	Great examples and great job finding 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	Nice job on all fronts and lot of practice problems
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Nice job with the different colors and supply/demand curves.
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	nice work showing what is allowed and not allowed
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	Nice examples. a small limit of those
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	3 - Fair Alignment	I like the word problems associated with this section - but there wasn't much on given a table,

			determine what type of function it is.
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	I like the f(box) to explain function notation
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	I like the graphs with the different color for the secant line
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	I like comparisons of x^2 to x^4 to x^6. But there wasn't much side by side comparison with tables or written descriptions.
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	I love the table comparison of the transformed function.
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	Great job showing different graphs and tables of transfomations
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	There were no example or practice problems starting with the table or graph.
MA.912.F.2.4	Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation.	1 - Very Poor/No Alignment	There were no example or practice problems starting with the table or 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.	3 - Fair Alignment	Thera are a lot of problems about being given an equation. But not many problems starting with a graph or table.
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	domain is shown on a lot of example 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	Nice. I like the empty boxes to show something is getting plugged in. I also like the graphic of the two strainers
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	A lot of space is dedicated to one to one 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.	5 - Very Good Alignment	I like how everything is color coded to show the different function and its inverse
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	5 - Very Good Alignment	good explanations and good examples
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	a lot of examples and practice problems

MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	covered thoroughly
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	nice job on this. lots of examples
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	I like the application of the decibels
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	some problems solving, but not too many deep dives into content
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	lots of graphs, tables, algebraic expressions, etc.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	this book mainly showed the best way - not have students discover the best way
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	3 - Fair Alignment	again, this book is more cut and dry - how to solve the problems, etc - not much about mathematical thinking.

	• 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 in here - exponents, logs, transformations, etc
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	checking word problems and if it makes sense is done a lot

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	a lot of word problems to a lot of common situations
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	it is more just being shown what is true and not true - not much evidence cited.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	great job breaking down concepts in this book
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	some inferences but a lot of just being told what is right.
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 opportunities for collaboration
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	very good job of using what is true
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	a lot of graphs and color coding makes it easy to understand
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	5 - Very Good Alignment	a lot of graphs and charts with numbers help

	for academic success in the content area of Mathematics.		

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	For the most part, the content meets 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	Meeting the students where they are at is this this book's strength - this is for the struggling math learner and it will help them. This cut and dry approach is what they need so math doesn't hold them back in life.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	I love the cut and dry approach for struggling 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	There are many complicated concepts in here, and there is a lot of details to break down that material
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	For the most part, the standards are matched. But some standards call for deeper connections which this book is a little thin on.
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	Meeting the students where they are at is the best part of this book. Not everyone is going to be an engineer - this book helps students who need the help in math
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	several examples in each section works well

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 - a lot of true statements in this book
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 text
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	all truth in here
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	very accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	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.	4 - Good Alignment	good job on this, but sometimes doesn't meet all the standards perfectly. Like this book does a good job of given an equation, show the graph and table of the transformation. But there isn't anything given the table or graph, then show the equation.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	does a phenomenal job of meeting students where they are at
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	I like the example problems and word problems

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	not too many interconnections - some connections to science and business though
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 much portrayal of culture - mostly just problems to help make people's lives better
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	every problem is about helping people
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	does a great job of meeting the standards for the most part

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 love all the example problems
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	great alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	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	very readable - lots of graphs, and good job of empty boxes when plugging into functions
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	this book is great for students

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	cut and dry problems which is good but can get boring
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	This book more delves into details of each section - doesn't connect big ideas too much
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	great job of meeting students where they are at
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 at helping students
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	lots of graphs, tables to help with that
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	good stuff but can get monotonous
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	very well organized
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	I like the simplicity of learning how to handle the different situations.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	I like the examples, then practice problems. will be very comfortable for students
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	great 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	lots of great practice problems
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	some advanced learners might be a little bored with this text
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	B.E.S.T. standards met
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	this book does an excellent job of meeting the students where they are at

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

Reviewer's Name: Wendy Carden

Title: Precalculus

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2018

Edition: 3rd

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 470

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 content of the book has a good flow, material is well covered, examples are clear, and previous knowledge is reinforced. The only real issues I had with the etext were that I could not get the reader to open, and there did not seem to be a way to search for a specific topic (no index or search tool).

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	Exponentail function, their characteristics and graphs are well 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.	5 - Very Good Alignment	Logarithmic functions, their characteristics and graphs are well covered.
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	The theorems related to polynomial functions is well covered.
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.	3 - Fair Alignment	The intercepts, end behavior, and regions where the graph is increasing and decreasing are well covered. However, the domain, range, and symmetry are not sufficiently addressed.
MA.912.AR.6.6	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Numerous real-world problems, with constraints, are available. However, all characteristics are not addressed.
MA.912.AR.7.4	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and	5 - Very Good Alignment	Radical functions, their characteristic and graphs are well addressed.

	determine constraints in terms of the context.		
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Graphing and identifying the characteristics of rational functions is clearly covered. The only exception is the range.
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 of linear and non-linear equations is well 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.	5 - Very Good Alignment	There are several piece-wise function examples. Domain and range is included with each.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	There are many athematic sequence problems.
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	There are many geometric sequence 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	The sum of arithmetic sequences is 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	The sum of geometric sequences is 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	There are several example of writing the function definition of a sequence from elements in the set.

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	The difference quotient is covered.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	There are many examples where the key features of functions are compared.
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 operations of functions is well 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	The composition of functions and the resulting domain is well covered. However, the range of the composition is not covered.
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	There are several real-world application problems for composition.
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 the inverse using graphs, tables, composition and algebra is clearly covered.
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	1 - Very Poor/No Alignment	Finding the inverse by restricting the domain does not seem to be covered.
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	There are several real-world example solved using the inverse.

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 origin of conic sections from slicing two cones is 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	Writing the equation of a circle from key features is presented along with completing the square methods.
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	Many circles are graphed using key features.
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 are well covered.
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, with their key features, is clearly addressed.
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	Great presentation of ellipses.
MA.912.GR.7.7	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.	4 - Good Alignment	All of the key characteristics are address for ellipses except the domain and range.
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	Great presentation of hyperbola.
MA.912.GR.7.9	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.	4 - Good Alignment	The domain and range are not addressed for hyperbolas.

MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	Manipulation of complex numbers is well presented.
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	1 - Very Poor/No Alignment	This lesson would not open for me.
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	Problems involving complex numbers is well covered.
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	The conversion between polar and rectangular form is covered.
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Topics are well 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	Vector notation, magnitude and direction are clearly covered.
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	Rewriting vectors in different forms is addressed.
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	There are numerous real world problems involving vectors.
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 dot product is well addressed.
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Scalar multiplication is addresses.

MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	The magnitude and direction for vectors is clearly covered.
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Properties of scaled vectors is addressed.
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 magnitude and direction of vectors is clearly covered.
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	Both the law of sines and cosines are well 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	Well covered.
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	4 - Good Alignment	The Pythagorean identities are used, but are not proven.
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	All of these identities are proven and used.
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Many expressions are simplified using the trig identities.
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Trig ratios are used to solve numerous problems.
MA.912.T.2.1	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π. Convert between degrees and radians.	5 - Very Good Alignment	There are numerous problem that convert between radians and degrees.

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	All trig functions are clearly introduced.
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	All trig functions are clearly introduced.
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 unit circle is well 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	Calculations using the unit circle are well 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.	5 - Very Good Alignment	There are numerous real world application problems involving trig functions.
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 key features of trig functions are well covered.
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	There are several trig real world problems.
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 polar coordinate system is clearly introduced and the conversion between rectangular and polar is well addressed.

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 conversion between polar and rectangular expressions is well presented.
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 graphs are well covered.
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	All special types are covered.
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	Parametric graphs are well presented.
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	There are several problems converting between parametric and rectangular form.
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	There re many real world examples using parametric equations.
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 presentation of the material encourages students to learn from mistakes and solve real world problems.

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

	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.		approaches to main concepts.
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	Several probles are presented for the main concepts. This will help to develop patterns.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	Solutions are checked for reasonableness and conflicts.

	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	There are numerous real world problems for each topic.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Previous skills are required to solve problems presented.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The complexity of the text is appropriate for this course.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Students will need to evaluate the problems in order to solve them.

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	Appropriate techniques are used.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Quality work is encouraged through the presentation of the methods.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Appropriate tone is used.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	The material is presented in a method appropriate 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.	5 - Very Good Alignment	The majority of the material aligns with state benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The text is written for a the correct skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The material would adept well 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	Sufficient details are presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	This text is written at an appropriate level of difficulty.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	This text is written at an appropriate level of difficulty.

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 could be taught in the allotted time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	This is true for the portions of the text reviewed.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	This is true for the portions of the text reviewed.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The content is accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The text is objective.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The text presents current methods.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The material is accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content is up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is relevant.
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 reviewed 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 numerous real world problems.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	There are numerous inter-disciplinary examples.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	There were no inappropriate examples reviewed.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and 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 inappropriate examples reviewed.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks aligned well.

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

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

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The material is engaging.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The main topics are well covered.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The 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	Problems are clear extensions of the material presented.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are several adaptable resources available. Though I could not get the audio reader to work.
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 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	Activities are logical extensions of the text.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The material includes successful strategies.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The content is effective.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The assignments correlate 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	The assignments assess 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 material addresses 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	I observed appropriate applicable standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material addresses the required benchmarks, and assignments are logical extensions of 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	I did not observe the material to address CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not observe any culturally based teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not observe any social justice references.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	I did not observe any SEL teaching.

UDL Reviewer's Name: LOURDES Day

Title: Precalculus

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2018

Edition: 3rd

Grade Level: 9-12

Course: 1202340 - Precalculus Honors

Bid ID: 470

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 Precalculus: • 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. • Images have alt text. • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	Font cannot be altered. Size can be magnified using browser.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast or background colors cannot be changed.

Text-to-speech tools.	2 - Poor Alignment	Play audio option icon was available but did not work.
All images have alt tags.	2 - Poor Alignment	I could not tell if text images had alt tags.(hover over)
All videos are captioned.	5 - Very Good Alignment	Videos had the capability to turn on closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Unable to check for refreshable Braille display.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to Precalculus: • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	Icons or buttons could not be adjusted within the program, could be done within the browser.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Limited navigation using keyboard shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Unable to test refreshable Braille display.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *The following are applicable to Precalculus: • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	4 colors were available for note taking.
Highlighted text can be automatically extracted into another document.	4 - Good Alignment	Highlighted notes could be printed.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Notes could be added.

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 Precalculus: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • On-screen keyboards are available on compatible devices (7" and larger screens) that use supported operating systems. • Any gaps in the program's WCAG 2.0 AA compliance are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Consider adding the same accessibility tools into this online student edition as the ones found in the College Algebra. I am unsure if outside assistive technology software would work within this online version.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response

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	Some materials can be downloaded as PDF.

Reviewer's Name: Vera Gore

Title: Precalculus

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2018

Edition: 3rd

Grade Level: 9-12

Course: Pre-Calculus Honors

Bid ID: 470

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

Reviewer's Name: Dina Neyman

Title: Precalculus

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2018

Edition: 3rd

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 470

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 textbook is very thorough in its explanations of how to solve different problems. In most categories, it meets the expectation for solving problems in a mathematical context. Many of the real world context problems are found only at the end of each practice section or one problem at the beginning of a unit. Also, there is extremely limited opportunity

	for students to engage in the MTR's as they do the mathematics. PreCalculus is a very challenging topic. Many students make it to PreCalc because they are good students. We still must offer them a high quality math education, which includes sharing ideas, exploring concepts, and discussing where and how the mathematics are found in the real world.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Sufficiently meets standard
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
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.	3 - Fair Alignment	Very limited real world examples and applications
MA.912.AR.7.4	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and	3 - Fair Alignment	Very limited real world examples and applications

	determine constraints in terms of the context.		
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Sufficiently meets 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.	4 - Good Alignment	Sufficiently meets standard
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	Sufficiently meets standard
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.AR.10.3	Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems.	4 - Good Alignment	Sufficiently meets standard
MA.912.AR.10.4	Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems.	4 - Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard

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	Sufficiently meets standard
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Students do not have the opportunity to compare the key features. All of the information is given, never discovered. No opportunity for students to engage with MTS's.
MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	4 - Good Alignment	Sufficiently meets standard
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	3 - Fair Alignment	There is no specific guidance to represent the composition algebraically or in a table as the standard states.
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	4 - Good Alignment	Sufficiently meets 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.	3 - Fair Alignment	No examples with a table
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	4 - Good Alignment	Sufficiently meets standard
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	4 - Good Alignment	Sufficiently meets standard
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	2 - Poor Alignment	The lesson includes conic sections but does not match the standard. Students

			are never asked to describe as the standard indicates.
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	3 - Fair Alignment	No real world context.
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	Sufficiently meets standard
MA.912.GR.7.4	Given a mathematical or real-world context, derive and create the equation of a parabola using key features.	2 - Poor Alignment	Students are expected to derive the equation, not the textbook author.
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.	4 - Good Alignment	Sufficiently meets standard
MA.912.GR.7.6	Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.	3 - Fair Alignment	Students are expected to derive the equation, not the textbook author.
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.	3 - Fair Alignment	Students are expected to derive the equation, not the textbook author.
MA.912.GR.7.8	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.	3 - Fair Alignment	Students are expected to derive the equation, not the textbook author.
MA.912.GR.7.9	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.	4 - Good Alignment	Sufficiently meets standard

MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	4 - Good Alignment	Sufficiently meets standard
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.NSO.2.4	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	3 - Fair Alignment	Limited real world problems
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
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	Sufficiently meets standard
MA.912.NSO.3.3	Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.	3 - Fair Alignment	This would have been a great place to tie in Physics!
MA.912.NSO.3.4	Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.	3 - Fair Alignment	Limited application opportunities
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Sufficiently meets standard

MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets 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.	4 - Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Sufficiently meets standard
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	4 - Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard

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	Sufficiently meets standard
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	Sufficiently meets standard
MA.912.T.2.4	Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
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	Sufficiently meets standard
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	Sufficiently meets standard
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.	3 - Fair Alignment	Sufficiently meets standard
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	Sufficiently meets standard

MA.912.T.4.2	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	4 - Good Alignment	Sufficiently meets standard
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	4 - Good Alignment	Sufficiently meets standard
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Sufficiently meets standard
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	Sufficiently meets standard
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	Sufficiently meets standard
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	4 - Good Alignment	Sufficiently meets 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.	2 - Poor Alignment	Limited support for collaboration and multiple methods

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	Limited support for solving problems in multiple methods
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	Sufficiently meets standard
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	2 - Poor Alignment	Limited discourse support

	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.	3 - Fair Alignment	Connections are given rather than allowing students to make the connections.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	4 - Good Alignment	Sufficiently meets standard

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	It would be really helpful to have more application within the example problems.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Sufficiently meets standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Sufficiently meets standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Most understanding is just told with little opportunity to infer

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	Sufficiently meets standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Sufficiently meets standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	These are good examples, but there should be more.
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	Sufficiently meets standards

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Very heavy on mathematical applications and light on MTR's and real world scenarios in examples. Most real world application problems appear to be at the end of the practice problems.
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	Sufficiently meets standard
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Very straightforward, little room for adaptability
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficiently meets standard
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Sufficiently meets standard

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Sufficiently meets standard
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 lessons are very lengthy - could be broken into smaller chunks.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Sufficiently meets standard
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Sufficiently meets standard
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Sufficiently meets standard
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Sufficiently meets standard
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Sufficiently meets standard
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Sufficiently meets standard
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Sufficiently meets standard
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	The presentation could use more relevance.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Students are treated more as college students than high school students.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	There are contexts in the practice problems, but there should be examples within content.
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 contexts in the practice problems, but there should be examples within 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	Sufficiently meets standard
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Sufficiently meets standard
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Sufficiently meets standard

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	Sufficiently meets standard
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Sufficiently meets standard
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Sufficiently meets standard
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	3 - Fair Alignment	Very dense text

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	Lessons seem lengthy for a typical 50 minute 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).	2 - Poor Alignment	Students with learning challenges would have a hard time staying with the lengthy explanations.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The presentation is text heavy and does not reflect a traditional instructional period in terms of the volume of content.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	Limited exposure to MTR's
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Sufficiently meets standard
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear information, but little opportunity for exploration of ideas.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	2 - Poor Alignment	Materials scaffold students for compliance not independent thought.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	Materials support one style of learning.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	Materials scaffold students for compliance not independent thought.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	Limited activities outside of following one way to solve problems.
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	One of the hardest parts of PreCalc is understanding why you are doing what you are doing. This material is algorithmic and focuses on understanding procedures rather than concepts.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	This material is algorithmic and focuses on understanding procedures rather than concepts.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Assessment matches the examples but they don't always match the learning expectations of the standards.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment matches the examples but they don't always match the learning expectations of the standards.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	The material does not adapt well.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	1 - Very Poor/No Alignment	Very poor alignment with the MTRs
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	2 - Poor Alignment	The submission is at best a fair alignment, but for the reasons above, there is a major disconnect with differentiated learning.

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

Reviewer's Name: Virginia Snyder

Title: Precalculus

Publisher: Houghton Mifflin Harcourt

Author: Young

Copyright: 2018

Edition: 3rd

Grade Level: 9-12

Course: Precalculus Honors

Bid ID: 470

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This material is written in student friendly language as if having a conversation in class with students. However, it assumes that some material is prior knowledge when it is laid out as a current standard according to BEST. There are also sections needed in instruction that are only included online. As far as extra resources for students, these options do not

	seem to include a way to create your own test/quizzes; there is no way to automatically remediate and individualize instruction for students in need of extra guidance

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Clarification 3 not met, but easily supplemented
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Met with comparison to exponential functions (3.2, pg 294)
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Clarifications met in 2.4 and 2.5; multiple examples and exercises
MA.912.AR.6.4	Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features.	5 - Very Good Alignment	Clarifications met in 2.2 and 2.4 with multiple examples, exercises and real-world application
MA.912.AR.6.6	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Clarifications met in 2.2 and 2.4 with multiple examples, exercises and real-world application
MA.912.AR.7.4	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and	5 - Very Good Alignment	Clarifications met complete with real-

	determine constraints in terms of the context.		world applications in 1.2 (pg 135)
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	Range is not explicitly discussed, but students are introduced to limits
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	Linear systems in Chapter 8 (Matrices also introduced) and non-linear systems introduced in Chapter 9 after conics
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	Clarifications met complete with real-world examples
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Met with multiple examples and real-world exercises; however it should be noted that the material is only available online, and not found in the print edition of the text
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Met with multiple examples and real-world exercises; however it should be noted that the material is only available online, and not found in the print edition of the text
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	Met with multiple examples and real-world exercises;

			however it should be noted that the material is only available online, and not found in the print edition of the text
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	Met with multiple examples and real-world exercises; however it should be noted that the material is only available online, and not found in the print edition of the text
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	Met with multiple examples and real-world exercises; however it should be noted that the material is only available online, and not found in the print edition of the text
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	Defined in 1.2, clarifications met in 11.3; however it should be noted that chapter 11 is only available online and the material is not found in the printed 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	Clarifications met throughout discussion of graphs
MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	Met with multiple examples and real-world exercises

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	Met with multiple examples and exercises (pg 153)
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	Real-world examples included through 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	Inverses and verification using compositions in 1.5, inclusion of exponential and logarithmic later in 6.5
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	2 - Poor Alignment	No examples found except for a single Challenge exercise.
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	Multiple real-world applications included through examples and exercises
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	4 - Good Alignment	Although not explicitly discussed, conic sections are introduced by showing students the visual representation of the intersection of a plane and a double cone with their resulting conic sections.
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	Use of Pythagorean Theorem is not found, but easily supplemented

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 discussed in 0.5, eccentricity introduced with ellipses in 9.3
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 are discussed in 2.1, and expanded upon in 9.2.
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	Clarifications met; Parabolas are discussed in 2.1, and expanded upon in 9.2. Eccentricity is mentioned in 9.8
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 are covered in 9.3. Excellent summary pg 816
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	Clarifications met; eccentricity mentioned in 9.8
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	Excellent summary pg 829-830
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	Clarifications met; eccentricity mentioned in 9.8
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	2 - Poor Alignment	Polar form in 7.4; rectangular form a+bi only covered online in Appendices; no representation in the complex number plane other than graphing z=x+iy

MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	2 - Poor Alignment	Modulus found in text 7.3; online lesson not accessible; no mention of midpoint
MA.912.NSO.2.4	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	4 - Good Alignment	Very little practice with rectangular form (assumed prior knowledge); mathematical and real-world application in 7.3 and 7.4
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	Clarifications met starting in 7.3
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Met in 7.3 and 7.4
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	Met in 7.1, multiple examples, exercises and representations in the coordinate plane
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	Met in 7.1, multiple examples, exercises and representations in the coordinate plane
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	Met in 7.1, multiple examples, exercises and representations in the coordinate plane (pg. 602)
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	Met in 7.2, multiple examples, and exercises

MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Met in 7.1, multiple examples, exercises and representations in the coordinate plane
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Met in 7.1, multiple examples, exercises and representations in the coordinate plane
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Met in 7.1, multiple examples, exercises and representations in the coordinate plane
MA.912.NSO.3.9	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.	4 - Good Alignment	Students are asked to find the a vector given magnitude and direction, but not asked to find the magnitude and direction of their sum expect for in real-world applications
MA.912.T.1.3	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.	5 - Very Good Alignment	Multiple examples and real-world exercises included
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	Discussed in conjunction with Law of Sines and Law of Cosines (pg. 417)
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	4 - Good Alignment	Not asked to prove the Pythagorean Identities, but easily supplemented
MA.912.T.1.6	Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine,	5 - Very Good Alignment	Met with proof in 6.2 and 6.3

	cosine, and tangent. Apply these formulas to solve problems.		
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Met with multiple examples and exercises
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Met with multiple examples and real-world exercises
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	Met in 4.1 with multiple examples and exercises
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	Met with multiple examples and gradual build of the Unit Circle
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	Met with multiple examples and exercises
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	Met with multiple examples and exercises (6.6)
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	Met throughout discussion of trigonometric functions
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	Multiple examples and real-world exercises

MA.912.T.3.2	Given a table, equation or written description of a trigonometric function, graph that function and determine key features.	5 - Very Good Alignment	Multiple examples and real-world exercises
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	No reference to midline found within the text or online materials
MA.912.T.4.1	Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology.	5 - Very Good Alignment	Multiple examples and exercises with and without technology
MA.912.T.4.2	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	5 - Very Good Alignment	Multiple examples and exercises
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	Multiple examples and exercises with and without technology
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Multiple examples and exercises with and without technology
MA.912.T.4.5	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.	5 - Very Good Alignment	Multiple examples and exercises with and without technology
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	Multiple examples and exercises with and without technology
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	Multiple examples and exercises with

			and without technology
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 are presented with tips to analyze questions, challenge questions, as well as conceptual practice so students understand what it is they are supposed to be doing
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Concepts and skills are presented in multiple ways: algebraically, graphically, and symbolically.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	As students are given multiple methods to to achieve an

	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.		objective, they are able to use and adjust methods to problem solve efficiently and accurately. Exercises feature "Catch the Mistake" where students demonstrate a higher level of understanding by identifying common mistakes made within each concept or skill.
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	The material is written in student friendly language as if having a conversation with the student. Although students are guided to "Catch the Mistake" through exercises, they do not seem to be directed to interact and compare mathematical ideas. This would be left up to the instructor to ensure this is happening
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	Background knowledge is reviewed (online) and the material does reference previous sections, helping students make

	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.		connections to previous knowledge to help them process new information
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	As students are given multiple methods to to achieve an objective, they are able to use and adjust methods to problem solve efficiently and accurately. Exercises feature "Catch the Mistake" where students demonstrate a higher level of understanding by identifying common mistakes made within each concept or skill.
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	Every section contains examples and exercises with real world applications; focus is placed on business, economics, health sciences, and medicine.

	• 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	Students are frequently asked tp explain their reasoning when dealing with new concepts and skills
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Helpful hints are included in the margins for students, and the text is written in student friendly language as if having a conversation with the student
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Helpful hints are included in the margins for students, and the text is written in student friendly language as if having a conversation with the student
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	The material is written in student friendly language as if having a conversation with the student. Although students are guided to "Catch the Mistake" through exercises, they do not seem to be directed

			to interact and compare mathematical ideas. This would be left up to the instructor to ensure this is happening
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Helpful hints are included in the margins for students, and the text is written in student friendly language as if having a conversation with the student
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	The material is written in student friendly language as if having a conversation with the student. Although students are guided to "Catch the Mistake" through exercises, they do not seem to be directed to interact and compare mathematical ideas. This would be left up to the instructor to ensure this is happening
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 material is written in student friendly language as if having a conversation with the student. Although students are guided to "Catch the Mistake" through exercises, they do not seem to be directed to interact and

			compare mathematical ideas. This would be left up to the instructor to ensure this is happening; No materials were found in other languages for students with limited English proficiency

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most benchmarks and learning expectations are met, and those that are not could be easily supplemented by the instructor
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Content is written to the skill level of the student's who would be taking the course, however, it would be beneficial for students to have access to the review units only available online
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials are usable in the classroom with some supplementing needed by the instruction. Some of the need supplements are online through the textbook webstie
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Concepts and skills are thoroughly explained in student friendly language
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Concepts and skills are thoroughly explained in student friendly language

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 written to the skill level of the student's who would be taking the course, however, it would be beneficial for students to have access to the review units only available online
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	Timeline is established in the publisher questionnaire. However, teachers may need to adjust for review and assessment.
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 are cited in 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	Sources contribute to the quality of content through real-world exposure
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Typographical or visual errors were not evident in the material
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content appears free of bias and contradictions; it is noninflammatory in nature
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of Precalculus and its expectations for students
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material appears free of mistakes and inconsistencies
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up-to-date

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is appropriate and relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world applications are included in every section
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 in every section
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Portrayals of individuals and groups are fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Portrayals of individuals are humane and compassionate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Most benchmarks and learning expectations are met, and those that are not could be easily supplemented by the instructor

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Most benchmarks and learning expectations are met, and those that are not could be easily supplemented by the instructor
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 the cirriculum

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Some materials that would be beneficial in the progression of the text are only available online
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Videos and visuals are engaging, were students get to see more than just a hand answer math questions
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Material is groups in digestible bites
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Students are able to adjust the online text, and captions are available in the videos; materials are only accessible in English
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Students are able to adjust the online text, and captions are available in the videos; materials are only accessible in English

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Throughout the text, students have helpful hints in the margins and there are instructional videos and examples included on the textbook website
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Material is grouped in digestible bites
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	At the beginning of each section, Learning Objectives and Conceptual Objectives are listed so students know what

		they need to know and how/why they need to know it
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Throughout the text, students have helpful hints in the margins and there are instructional videos and examples included on the textbook website
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Material is grouped in digestible bites, making it easier for instructors to adjust instruction for students. However, there is no way to automatically do this through any online system
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Throughout the text, students have helpful hints in the margins and there are instructional videos and examples included on the textbook website
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	At the beginning of each section, Learning Objectives and Conceptual Objectives are listed so students know what they need to know and how/why they need to know it
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Throughout the text, students have helpful hints in the margins and there are instructional videos and examples included on the textbook website; there are also extra resources available to teachers to better prep for the material, including teaching tips in each section

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	There are guides and lists for instructor and student explaining the learning outcomes, but the teacher is responsible for differentiating instruction as there is not a way to automatically remediate in any of the resources
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	There are guides and lists for instructor and student explaining the learning outcomes, but the teacher is responsible for differentiating instruction as there is not a way to automatically remediate in any of the resources
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	There are guides and lists for instructor and student explaining the learning outcomes, but the teacher is responsible for differentiating instruction as there is not a way to automatically remediate in any of the resources; text is structured in "I do - we do - you do" and then students have additional exercises, reviews and chapter tests
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	There are guides and lists for instructor and student explaining the learning outcomes, but the teacher is responsible for differentiating instruction as there is not a way to automatically remediate in any of the resources; text is structured in "I do - we do - you do" and then students have additional

		exercises, reviews and chapter tests
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations and MTRs are met throughout the materials
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	There are guides and lists for instructor and student explaining the learning outcomes, but the teacher is responsible for differentiating instruction as there is not a way to automatically remediate in any of the resources; text is structured in "I do - we do - you do" and then students have additional exercises, reviews and chapter tests

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

UDL Reviewer's Name: LOURDES Day

Title: Functions Modeling Change

Publisher: Houghton Mifflin Harcourt

Author: Eric Connally, Deborah Hughes-Hallett, Andrew Gleason

Copyright: 2019

Edition: 6th

Grade Level: 9-12

Course: 1202340 - Precalculus Honors

Bid ID: 471

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 Functions Modeling Change: A Preparation for Calculus: • 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. • Images have alt text. • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	Font cannot be altered. Size can be magnified using browser.
Background: High contrast color settings are available.	2 - Poor Alignment	High contrast or background colors cannot be changed.

Text-to-speech tools.	2 - Poor Alignment	Play audio option icon was available but did not work.
All images have alt tags.	3 - Fair Alignment	I could not tell if text images had alt tags. (Hover over)
All videos are captioned.	5 - Very Good Alignment	Videos had the capability to turn on closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Unable to check for refreshable Braille display.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *The following are applicable to Functions Modeling Change: A Preparation for Calculus: • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	Icons or buttons could not be adjusted within the program, could be done within the browser.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Limited navigation using keyboard shortcuts.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Unable to test refreshable Braille display.

3. How are the following **study tools** provided in the instructional materials:
Bid Response *The following are applicable to Functions Modeling Change: A Preparation for Calculus: • 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 are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Four colors were available for note taking.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	Highlighted notes could be printed.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	Notes could be added.

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 Functions Modeling Change: A Preparation for Calculus: • Screen zoom is easily adjustable using browser settings. • Assistive technology software that can run in the background includes tools for text-to-speech. • On-screen keyboards are available on compatible devices (7" and larger screens) that use supported operating systems. • Any gaps in the program's WCAG 2.0 AA compliance are undergoing remediation; it is anticipated that these will be closed through periodic updates throughout 2021–2022.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Consider adding the same accessibility tools into this online student edition as the ones found in the College Algebra. I am unsure if outside assistive technology software would work within this online version.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response

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
	4 - Good Alignment	PDF versions available

Reviewer's Name: Vera Gore

Title: Functions Modeling Change

Publisher: Houghton Mifflin Harcourt

Author: Eric Connally, Deborah Hughes-Hallett, Andrew Gleason

Copyright: 2019

Edition: 6th

Grade Level: 9-12

Course: Pre-Calculus Honors

Bid ID: 471

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

Reviewer's Name: Rebecca Lee

Title: Functions Modeling Change

Publisher: Houghton Mifflin Harcourt

Author: Eric Connally, Deborah Hughes-Hallett, Andrew Gleason

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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.	Most of the standards are on a precalculus level. Some material needs more rigor.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Needs more practice with graphing with and without a calculator
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	Lots a practice with logs
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	3 - Fair Alignment	Not a lot of real-world problems
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.	3 - Fair Alignment	The directions are lacking for finding the key features. Only 1 table for practice. Graphing is expected to be done on a graphing calculator only.
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.	3 - Fair Alignment	The directions are not clear on finding the key features.
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	Better job on this standard with explanations.
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	Not a lot of practice with 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.	3 - Fair Alignment	No real-world problems
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	Needs more practice and better explanation on graphing piecewise functions.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Great real-world problems
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Great real-world 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	Great real-world 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	Explanation is fine. Great real-world 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	Needs more problems with writing a sequence
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	Good examples and practice
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Plenty of practice

MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	4 - Good Alignment	Good examples, plenty of practice
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	Plenty of examples and lots of practice
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	4 - Good Alignment	Needs more practice
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	Plenty of examples and lots of practice
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	4 - Good Alignment	Plenty of examples and lots of practice
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	Plenty of examples and lots of practice
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	4 - Good Alignment	Need more notes and practice
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	Needs more real life application problems
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	4 - Good Alignment	Needs more real life application problems
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	Plenty of examples and lots of practice
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	Plenty of examples and lots of practice

MA.912.GR.7.6	Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.	3 - Fair Alignment	Needs a better explanation of key features and more practice
MA.912.GR.7.7	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.	4 - Good Alignment	More practice needed
MA.912.GR.7.8	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.	4 - Good Alignment	Could use some more practice and better explanation of key features
MA.912.GR.7.9	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.	4 - Good Alignment	Could use some more practice and better explanation of key features
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	4 - Good Alignment	Good examples and practice
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	1 - Very Poor/No Alignment	Could not find the distance or midpoint with complex numbers
MA.912.NSO.2.4	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	4 - Good Alignment	Needs more practice
MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	4 - Good Alignment	Good examples and practice
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	4 - Good Alignment	Good examples and practice

MA.912.NSO.3.1	Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.	4 - Good Alignment	Good examples and practice
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 examples and practice
MA.912.NSO.3.3	Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.	5 - Very Good Alignment	Good examples and practice
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 examples and practice
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Good examples and practice
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	4 - Good Alignment	Good examples and practice
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	4 - Good Alignment	Good examples and practice
MA.912.NSO.3.9	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.	4 - Good Alignment	Good examples and practice
MA.912.T.1.3	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.	4 - Good Alignment	Good examples and practice
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 examples and practice
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Good examples and practice

MA.912.T.1.6	Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems.	3 - Fair Alignment	I found double-angle, sum and difference. I could not find half-angle.
MA.912.T.1.7	Simplify expressions using trigonometric identities.	3 - Fair Alignment	Missing several identities
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	4 - Good Alignment	Good examples and practice
MA.912.T.2.1	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π. Convert between degrees and radians.	4 - Good Alignment	Good examples and practice
MA.912.T.2.2	Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.	4 - Good Alignment	Good examples and practice
MA.912.T.2.3	Determine the values of the six basic trigonometric functions for 0,  ,  and  and their multiples using special triangles.	4 - Good Alignment	Good examples and practice
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	Not seeing enough connection with the unit circle
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.	3 - Fair Alignment	Not seeing enough connection with the unit circle
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 examples and practice

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 notes but not a lot of practice from the table to graph
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 examples and practice
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	Good examples and practice
MA.912.T.4.2	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	4 - Good Alignment	Good examples and practice
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	3 - Fair Alignment	Not enough graphing practice
MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	4 - Good Alignment	Good examples and practice
MA.912.T.4.5	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.	4 - Good Alignment	Good examples and practice
MA.912.T.4.6	Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.	4 - Good Alignment	Good examples and practice
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	4 - Good Alignment	Good examples and practice
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Needs a little more rigor

	• Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	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	Problems are presented in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.	4 - Good Alignment	Needs a little more rigor

	• 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.	3 - Fair Alignment	I didn't see any discussion questions
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.	4 - Good Alignment	Notes provided and practice

	• 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	Needs to provide more practice with 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.	4 - Good Alignment	Plenty of practice

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Plenty of practice
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	For a math book it is easy to read.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Good 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	Not in the student text
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Plenty of practice
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Enough practice
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	Other than providing notes I don't see any evidence of 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.	4 - Good Alignment	Most standards align
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some standards need more rigor
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Easy to use
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	In a lot of sections the directions are not super clear.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	I feel that a lot of the problems are on an algebra 2 level and not a precalculus level.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	I feel that a lot of the problems are on an algebra 2 level and not a precalculus level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	The content matches the timeline.
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 citing.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Examples and problems 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	Free of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of a precalculus course
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content is 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 is up-to-date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is relevant

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	It is appropriate for the intended learner.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Relevant connections to life
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	real life problems are most physics related
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	Most problems do not include people
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	3 - Fair Alignment	Most problems do not include people or animals
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Most benchmarks and standards are covered

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

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	Appropriate 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	Notes section, audio is possible
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 satisfied

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The text is as motivating as a precalculus could be
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Some standards are not covered completely
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - 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.	3 - Fair Alignment	More guidance could be provided
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	More guidance could be provided
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Most of the problems engage the students mentally

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	A better job could be done in this area.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Notes, videos and practice is provided
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	allows for effective teaching
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment is appropriate
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment is appropriate
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	More resources within the text could be provided
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Most standards are present
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	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 evidence
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no evidence

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

Reviewer's Name: AMISHA PARIKH

Title: Functions Modeling Change

Publisher: Houghton Mifflin Harcourt

Author: Eric Connally, Deborah Hughes-Hallett, Andrew Gleason

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Course: Precalculus Honors

Bid ID: 471

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 is well explained, aligned with BEST standards, and easy to adopt.

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	real - word problems on eponential functions
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-word problem solving using logarithmic functions
MA.912.AR.6.3	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	4 - Good Alignment	key featuresof a polynomial function and graph of it.
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	graphs and key features of polynomials of higher degree
MA.912.AR.6.6	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	word problems and key features of a polynomial function of higher degree
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	Examples are on power function not on radical function
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	real word problems on rational functions and key features
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable	5 - Very Good Alignment	good examples of linear and nonlinear systems

	linear or non-linear equations algebraically or graphically.		
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	graphs of piecewise functions, key features, applications and writing absolute value functions to piecewise functions
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	3 - Fair Alignment	examples are more on Arithmetic series
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	3 - Fair Alignment	this section is more on 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	real word context on finite arithmetic series
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	real-word problems and sum finite and infinite Geometric series
MA.912.AR.10.5	Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description.	4 - Good Alignment	real - word examples
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	good explanation of difference quotient, average rate of change and increasign and decreasing feature of a function
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	The interpretation of the parameters of a linear function

MA.912.F.3.3	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	good real-word examples of sums, differences, products and Quotients of 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	interpretations of domain and range in real - word examples
MA.912.F.3.5	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	real-word context of composition of 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.	5 - Very Good Alignment	great examples of inverse of a function and use of composition to prove inverse functions
MA.912.F.3.8	Produce an invertible function from a non-invertible function by restricting the domain.	5 - Very Good Alignment	deep understanding pf domain of a function when restricting the domain
MA.912.F.3.9	Solve mathematical and real-world problems involving inverse functions.	4 - Good Alignment	real word problems on inverse of a function
MA.912.GR.7.1	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	variety of examples on inverse of a functions are included
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	a standard equation derived from a parametric equation.
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	examples on circles

MA.912.GR.7.4	Given a mathematical or real-world context, derive and create the equation of a parabola using key features.	5 - Very Good Alignment	excellent examples on Key Features
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.	4 - Good Alignment	real-word applications 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.	3 - Fair Alignment	more solved examples needed
MA.912.GR.7.7	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.	4 - Good Alignment	good examples
MA.912.GR.7.8	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.	4 - Good Alignment	good examples
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	excellent examples
MA.912.NSO.2.2	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	very well explained concepts of operations on complex numbers
MA.912.NSO.2.3	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	4 - Good Alignment	the link didn't work
MA.912.NSO.2.4	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	4 - Good Alignment	good examples

MA.912.NSO.2.5	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	very well expained
MA.912.NSO.2.6	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	very well expained, variety of problems
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	well explained
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	rewriting vectors in dfferent 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	good applications problems
MA.912.NSO.3.4	Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.	4 - Good Alignment	variety of examples on dot and vector product, real-word problems are included
MA.912.NSO.3.6	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	good explaination of scalar multiplication of vectors
MA.912.NSO.3.7	Compute the magnitude and direction of a vector scalar multiple.	4 - Good Alignment	a vector scalar multiplication
MA.912.NSO.3.8	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	operations on vectors
MA.912.NSO.3.9	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.	4 - Good Alignment	the magnitude and direction of sum of the vectors

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	real word and algebraic problems on the law of sines and cosines
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	excellent examples
MA.912.T.1.5	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	4 - Good Alignment	good 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 real-word problems
MA.912.T.1.7	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	trig identities examples
MA.912.T.1.8	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	real-word problems
MA.912.T.2.1	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π. Convert between degrees and radians.	5 - Very Good Alignment	well explained concept
MA.912.T.2.2	Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.	4 - Good Alignment	good examples
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 concept

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	variety of examples
MA.912.T.2.5	Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology.	4 - Good Alignment	variety of examples
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	very well explained
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	good examples
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	very well explained
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	variety of examples of polar and rectangular coordinates
MA.912.T.4.2	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	4 - Good Alignment	very well explained
MA.912.T.4.3	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	steps on graphing in polar cordinates , steps also include graphing calculator graphing

MA.912.T.4.4	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	good examples and very well explained
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	good 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.	4 - Good Alignment	examples on converting parametric to rectangular and rectangular to parametric
MA.912.T.4.7	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	application examples are well explained
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	real-word problems
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	4 - Good Alignment	excellent modelling problems

	• 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	Geometric Sequences and Exponential 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.	5 - Very Good Alignment	right and non right triangle trigonometry

	• 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	combinations of functions
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	periodic functions

	• 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	transformations
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	non-right triangles
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	the graph, domain, range and of an inverse functions
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	good mathematical model 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	excellent concept tests
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	examples of trigonometry with triangles
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	power functions 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	key features of parabolas

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

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

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

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

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	well explained examples
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	well explained examples
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	good examples in each chapter
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	well explained examples and supportive practice problems
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	well explained examples and supportive practice problems
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	practice problems at the end of each chapter
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	practice problems at the end of each chapter
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 explained examples shows it
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	well explained examples and supportive practice problems
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	well explained examples and supportive practice problems
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	practice problems at the end of each chapter
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	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	modelling problems
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	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?	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?	5 - Very Good Alignment	yes

UDL Reviewer's Name: LOURDES Day

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: 1200310 - Algebra 1

Bid ID: 473

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to fonts and background/contrast settings. All images have alt tags. Sofia does not provide video content. Sofia supports assistive technologies (i.e., math content displayed using MathJax for screen readers/text-to-speech tools or use of refreshable Braille displays).*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Fonts or size could not be altered within the program. The student would need to use tools within the browser.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High Contrast capabilities not built into the program. External browser tool needed.
Text-to-speech tools.	1 - Very Poor/No Alignment	Text to speech is not contained in the program. External browser tool needed.
All images have alt tags.	3 - Fair Alignment	The publisher reports that Alt Tags are available.

All videos are captioned.	3 - Fair Alignment	Videos are not provided directly from Sofia. The teacher may add videos from CPALMS and Kahn academy for instructional support.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that text and images may be sent to refreshable Braille. No way to test this.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to navigation elements.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	No accessibility directly built into student view. The student would need additional browser extensions.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some keyboard shortcuts are available.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that navigation information can be sent to refreshable Braille. Unable to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Sofia does not use highlighting.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Developers and QA product testers use aXe and WAVE. Template authors write math equations in MathJax. Sofia is designed to work with all major screen readers/text-to-speech tools (e.g., JAWS, NVDA, VoiceOver, NaturalReader). Sofia is also designed to work with screen magnifiers (e.g. Freedom Scientific MAGic) and speech recognition programs (e.g., Dragon NaturallySpeaking).*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	1 - Very Poor/No Alignment	Publisher reports that most screen readers and speech to text tools work with Sofia but these are not built in. The student would need external tools. Students who use switches would not be able to navigate this program effectively.

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 *Students can print out their assignment to work on it outside of the digital platform.*		
Review	Rating	Comments
	4 - Good Alignment	Students who require a paper version can print out assignments.

Reviewer's Name: Tiffany Hoben

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 1

Bid ID: 473

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

Reviewer's Name: David Lee

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 1

Bid ID: 473

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 like the concept that Sofia offers, but unfortunately feel that it is lacking in to many areas to be adopted at this time. Currently, Sofia seems more of a supplemental program. The program provides a lot of flexibility and is designed for OER and other resources. The problems are aligned with the B.E.S.T. standards. Concerns about the program is

	the need to supplement with the OER resources. Second concern is that the there is minimal support for ELL students. While Sofia has Net Tutors trained in Spanish that is another option not included with all packages. There are also no activities or high yield instructional strategies embedded in the questioning.

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	aligned
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	aligned
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	aligned
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	aligned
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	aligned
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	aligned
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	aligned

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	aligned
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	aligned
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	aligned
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	aligned
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	aligned
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	aligned
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	aligned
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	aligned
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	aligned

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	aligned
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	aligned
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligned
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	aligned
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	aligned
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	aligned
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	aligned
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	aligned
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	aligned

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

	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	aligned
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	aligned
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	aligned
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	aligned
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	aligned
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	aligned
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	aligned
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	aligned
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	aligned

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

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

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

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	embedded
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	embedded
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	embedded
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	embedded
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	embedded
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	embedded
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	embedded
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	2 - Poor Alignment	Lack support for ELL students as identified in IM8.

	for academic success in the content area of Mathematics.		

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Problems are aligned with standard. Learning objectives not clear.
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	Problems are aligned with standard. Learning objectives not clear.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Material is very adaptable especially for experienced teachers.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	The problems without a book would depend heavily upon the teacher helping students make connections between standards and content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Lots of variety in questions.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Problems are appropriate for Algebra 1
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	Program is flexible for teacher to choose.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Mentioned how program is aligned to constructivist learning theory.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Could use more sources as to why this program will help students.

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Appears 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	appears bias free
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	no issues
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 accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Refers to constructivism, but lacking in many other areas.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Writing for Algebra 1 students
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Some problems are but missing out on activities
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Would be enhanced with activities
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Appears aligned
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	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.	3 - Fair Alignment	Curriculum has a lot of flexibility for teachers to supplement the program with other material. Not all teachers have the knowledge or time to supplement the material.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The major tool is aligned well for some aspects, but is missing support for ELL students. There is also no linked textbook.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Can easily search by BEST standards also listed in the repository.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	The program provides different color themes to choose. Students can read or have problem read to them. There is also hints and solutions to help students understand. ELL students have less 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	Program enables students to learn at their own pace. Especially with the ability to mandate scores and prerequisite skills.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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	Students have many options to assist them with digital learning.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The material provides plenty of problems for students to practice and work towards mastery. Downside is there is no linked textbook as they partner with OER.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	Nothing in the program seems to be designed to motivate students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	There are an abundance of topics, but new teachers may feel overwhelmed by the amount of options to choose from.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	2 - Poor Alignment	Because there is no textbook there is no clear 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.	5 - Very Good Alignment	Program provides students with the opportunity to learn to be an independent thinker.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Program has some support but unlike most curriculum it is missing strategies for students with learning disabilities and ELL.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The materials provide students the opportunity to be engaged, but activities would have to be developed by teacher.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	1 - Very Poor/No Alignment	There are no clear learning goals or objectives. Teachers would need to supplement.

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	Material is based upon constructivism but lacks in conceptual understanding.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Material is based upon constructivism but lacks in conceptual understanding.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Procedural a lot of "drill and kill" type of problems. There are good assessment tools that would simulate practice with state exam.
11. 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	Procedural a lot of "drill and kill" type of problems
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Program would be great for many students, but not all students. Lacking in activities and instructional strategies.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	ELA standards are embedded.
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	Lacking in instructional strategies and activities to support student growth.

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

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

Reviewer's Name: Kristina Platt

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 1

Bid ID: 473

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.	423/495= 85% which falls within the target of 4's or 5's. For this reason only am I recommending this program for adoption. I want to make clear that is NOT a learning platform! This is a practice and assessment platform that must be paired with a Teaching/Learning platform or teacher created content.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	1 - Very Poor/No Alignment	I did not witness this standard represented in any of the practice sections 0.3, 0.4, 0.7, 1.1, 1.2
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the

			spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.

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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features	5 - Very Good Alignment	I did witness this standard represented the practice sections

	and determine constraints in terms of the context.		provided on the spreadsheet attached.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.

MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	5 - Very Good Alignment	I did witness this standard represented the practice sections

	model. Use the model to solve real-world problems in terms of the context of the data.		provided on the spreadsheet attached.
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.

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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	I did witness this standard represented the practice sections

			provided on the spreadsheet attached.
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	I did witness this standard represented the practice sections provided on the spreadsheet attached.
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	These MTR standards are very difficult for me to "align" to an online program that is practice problems. I have not found lessons or teacher guides. Both of which are referenced in the Reviewer spreadsheet.
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	These MTR standards are very difficult for me to "align" to an online program that is practice problems. I have not found lessons or teacher guides. Both of which are referenced in the Reviewer spreadsheet. One can "model" online. However, not reference to using manipulatives.

	• 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	Appropriate methods of solving can be determined by correct student responses.
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	These MTR standards are very difficult for me to "align" to an online program that is practice problems. I have not found lessons or teacher guides. Both of which are referenced in the Reviewer spreadsheet. I do not see a discussion page on this platform

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	Correct student responses will indicate focus on relevant details.
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	Correct student responses will be in indicator this standard is being used.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	Many real world examples in this program.

	• 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.	1 - Very Poor/No Alignment	I did not witness this. Nor is it even on the correlation spreadsheet attached.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many word problems at the appropriate grade level for reading.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	I would need to witness students using the program to correlate this 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	I would need to witness students using the program to correlate this standard.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	All questions seem equitable.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	The writing tone is appropiate.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	I would need to witness students

	for academic success in the content area of Mathematics.		using the program to correlate 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	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	content is written to the correct skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	1 - Very Poor/No Alignment	Sofia is not a program useful for instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	1 - Very Poor/No Alignment	Sofia appears to be a program for students to use after they have learned and understand the materials. Sofia is a practice program with the ability to connect outside resources to practice assignments. Sofia can also create assessments.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity is on target.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Complexity is on target.
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	Assignments can be create at any length.
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	There are no sources sited.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	1 - Very Poor/No Alignment	There are no sources sited.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The content is accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The content is objective.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The 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	The content is accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content is 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	The content is accurate.
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 accurate.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	It is connected to the real world.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	It is connected to the real world.
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 content is 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	The content is appropiate.
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.	1 - Very Poor/No Alignment	The teacher MUST prepare teaching materials. There are no teaching materials in this program.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	The program does not numerically order the units or sections, even though the correlation spreadsheet has the sections numbered.
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	Aligned.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Teachers create the size of an assignment.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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 student aids for the technology. I did not find the hint or show me buttons to be helpful in all sections. This is the "step-by-step help" for distributive property: 9(y+3)=9y+27. That is not step by step help!

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The above averages to 3.3.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	These materials are adequately similar to other materials when it comes to motivating a student.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	1 - Very Poor/No Alignment	This material does not teach.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	It is clear.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	I do not find the help feature to be consistently thorough.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	This is not a teaching and learning program.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	This is not a teaching and learning program.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	This is not a teaching and learning program.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	2 - Poor Alignment	This is not a teaching and learning program.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	This is not a teaching and learning program.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Aligned.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Aligned.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	This is not a teaching and learning program. Teachers can connect OUTSIDE recourses like lessons and videos from other websites.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Aligned.
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	Above averages to 2.92

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 CRT present.
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 CRT present.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There is no CRT 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	There is no CRT present.

Reviewer's Name: Gail Stewart

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

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Edition: 2

Grade Level: 9-12

Course: Algebra 1

Bid ID: 473

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.	Much of the material is low level and does not require students to extend their learning. Much of the problems are skill drill/ recall type where students don't have to apply their thinking. There is not much conceptual learning addressed. It is helpful for addressing skill gaps where students might need to practice basic skill applications but in

	terms of extending learning or giving students opportunities to explain their thinking, the program is lacking. The majority of the types of questions I saw did not meet the depth of many of the benchmarks and therefore would not necessarily help students prepare for whatever potential state assessment would be tied to these benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	3 - Fair Alignment	the standard requires real world problems and there are few.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	The sample problems provided match the examples provided by the standard and word problems meet the types of formulas specified by the benchmark clarification.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	The benchmark clarification says "Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms" and there are a few examples that have more than 3 terms
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	2 - Poor Alignment	The standard says "Divide a polynomial expression by a monomial expression

			with rational number coefficients." Multiple problems in the division of polynomials section involve dividing by binomials instead of just monomials.
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	3 - Fair Alignment	Some of the problems do not have integer coefficients, which is part of the benchmark clarification
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	All sections including this standard include real world context in addition to skill practice.
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	The sections involving this standard include real world context and also involve graphs and written descriptions.
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	4 - Good Alignment	There are sample items that require students to write equations for lines parallel or perpendicular to other lines going through a point.
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 section called Graph using slope-intercept form has students determine whether lines are parallel which is not part of the standard. I

			also did not see set builder notation addressed.
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	This standard requires students to solve and graph mathematical and real-world problems that are modeled with linear functions. There are only 3 problems in the materials that are set in real world contexts. In addition, they do not ask students to interpret key features.
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	3 - Fair Alignment	There are few problems set in a real-world contexts
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	2 - Poor Alignment	There are only a couple problems where students have to write the inequality and only one where they have to write the entire problems. On some of the problems that address this standard they only have to write in the inequality symbol and answer, not the coefficients of the x and y.
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	2 - Poor Alignment	Though there are several problems where students have to select the graph that matches the

			solution, I did not see any problems where they actually have to construct the graph of the solution set to an inequality. Also, the few problems set in a real world context do not require students to graph or select a 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.	3 - Fair Alignment	There are multiple practice sets, each focusing on a different methods for solving a quadratic equations. However, there are few opportunities for students to write quadratic equations.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	This standard is only addressed in one section, and there are not any problems in that section where students are asked 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.	2 - Poor Alignment	There are four questions that address this standard and students just have to fill in the missing values, not write the actual equation.
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.	2 - Poor Alignment	Though there are some questions where students have to determine the vertex, there aren't

			any that specifically ask for them to determine the zeros and there are only two problems set in a real-world 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.	3 - Fair Alignment	Students are asked to graph or identify graphs of quadratics. However, I did not see any tables and students are not asked to interpret key features.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	Though there are many problems where students need to solve and graph mathematical problems, there are few real-world problems that are modeled with quadratic functions. There are hardly any where they have to Interpret key features and determine constraints in terms of the context.
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	2 - Poor Alignment	Most problems addressing this standard are basic where students have to solve an absolute value equation that is already set up. The real-world problems talk about absolute deviation and I didn't see any where students have to write and solve an

			absolute value equation given a real-world context.
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.	2 - Poor Alignment	All but one of the questions that address this standard show an equation and students have to choose the graph that represents the absolute value function. There is only one problem where they have to identify key features and they never have to acutually graph themselves.
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	3 - Fair Alignment	There are graphs and real-world situations and students have to determine growth or 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.	4 - Good Alignment	There are problems requiring students to write exponential functions from tables, graphs, and real-world situations.
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	There are no opportunities for students to graph the functions, and few opportunities to determine key features.
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	There are a variety of problem types which require students to write and solve

			systems. It would be beneficial if there were more problems where students had to type the two equations of which the system is composed. In the real-world context problems they are expected to write and solve a system but it would be good if some problems required them to type in the equations and not necessarily solve. That way teachers could assess student's ability to write a system of equations given a situation.
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	3 - Fair Alignment	The problems that address this standard have the solution graphed in multiple choice format and students don't ever have to actually graph a system of inequalities. Clarification 2 states that "Within the Algebra 1 course, the system is limited to two inequalities." Some of the questions contain 3 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.	2 - Poor Alignment	Students are not asked to write constraints.

MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	1 - Very Poor/No Alignment	This standard states the need for selecting an appropriate method to represent data and that is not mentioned at all in the practice set related to this standard. The practice set only addresses measures of central tendency.
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	None of the practice problems ask students to determine whether the data is numerical or categorical, or whether it is univariate or bivariate (which is included in the standard). The questions are very basic and low level.
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	2 - Poor Alignment	All the questions aligned to this standard are yes/no and students are not required to explain the difference between correlation and causation nor are they required to justify their choice of yes or no.
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	The standard states that students should develop a margin of error through the use of simulation. No where in the practice problems that address this standard

			does it mention margin of error.
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	2 - Poor Alignment	The questions that address this standard do not ask students to interpret the slope or y-intercept. Though a couple are set in real-world contexts, they do not discuss slope or y-intercept in terms of a real world context.
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	None of the scatterplots show a line of fit or residuals.
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	There are few questions associated with this standard, but the questions provided cover all aspects of the 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.	2 - Poor Alignment	The standard asks students to determine the function type. The practice problems associated with this standard ask primarily about domain and range or ask students to graph the function.
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	None of the functions within the practice problems associated with this standard contain a function

			written in function notation. There are also no opportunities for students to evaluate functions within those problems.
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	3 - Fair Alignment	There are not many opportunities to interpret the rate of change, as most problems just ask to calculate the rate of change. The problems do, however, contain opportunities for students to calculate rate of change graphically, in a table, and algebraically.
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	There were several problems that asked students to compare key features in graphs and equations but I did not see any tables.
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	1 - Very Poor/No Alignment	There is only one question in the practice set tied to this standard that asks students to compare key features. All of the other problems ask students to identify the type of function.
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	2 - Poor Alignment	Most of the problems ask students to identify the type of function. There are only 2 set in a real

			world context. The rest are tables, graphs, or equations in isolation with no context given.
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	The graphs didn't show actual linear functions but rather points from a line
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	There are no lessons that include this benchmark as a benchmark of focus. Instead it is a connecting benchmark in 2 of the practice sets. There is only 1 problem related to this benchmark within those two practice sets.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	There are no opportunities for students to explain the relationship in the one practice set for which this benchmark is a connecting 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.	4 - Good Alignment	Practice problem meet the requirements of the benchmark.
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	3 - Fair Alignment	Problems in the practice sets match the benchmark, but

			many are low level questions
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	1 - Very Poor/No Alignment	The practice sets that indicated they correlate to this benchmark do not fully align because they do not contain radicals. The practice set that aligns most is still not fully aligned because though it contains radicals, students are asked to compare, order, and approximate radicals rather than add, subtract, multiply, and divide them.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	Since most of the problems are recall or lower level, there are not many opportunities for students to modify their methods or persevere.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	2 - Poor Alignment	There are ore not many opportunities to use manipulatives, however there are some problems where students graph

	• 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.		or manipulate a number line.
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	Overall, practice sets contain several practice problems per benchmark so students are able to become fluent in solving.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	2 - Poor Alignment	There are few opportunities for students to explain their thinking or engage in discussions.

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	There are few problems that ask students to create plan or procedures, but the "hint" and "show me" portions of the practice sets do allow for some processes to be broken down into steps.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	2 - Poor Alignment	I did not see many opportunities for students to predict or estimate. I saw a few in relation to approximating radicals but overall, there are not opportunities to assess the reasonableness of

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		solutions or verify 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.	3 - Fair Alignment	In each proactive set there was usually at least one problem set in a real world context but there were not enough of those to satisfy the depth of some of the benchmarks.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	1 - Very Poor/No Alignment	Opportunities to justify ones thinking or reasoning were few to none
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	There were some word problems and they were written on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Some inferences had to be made to understand certain graphs, tables, or equations.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	Though there is a "live help" option, students do not have regular opportunities to collaborate nor do any of the practice

			problems require that.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	A variety of questions types are used
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	No speaking or writing is required
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	I didnt see any resources for ELL students or another language option

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Some benchmarks have adequate practice aligned but others do not.
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 benchmarks have practice problems written to the correct skill level of the benchmark but others do not meet the requirement of the standard/benchmark
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are useful for practice but do not always cover the entire standard, therefore these materials could not be used as the only materials to teach the course.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Many of the problems are low level and do not require students to explain their thinking to show that they fully understand the standards.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Many of the parts of many standards are missing within the practice problems where the evidence correlation says they should be found.
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	Many of the problems are low level and do not require students to explain their thinking to show that they fully understand 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	I think this could be self-paced or untimed if needed
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).	4 - Good Alignment	There were a couple places where I saw wording that is not exactly precise, such as using "reduced" instead of simplest form.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	I did not see evidence of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The materials use acceptable models and theories
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	I did not encounter mistakes

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Current research says that students should be able to explain their thinking and there are not many opportunities for students to do that within the practice sets I viewed. Much of the materials is computational.
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 of the benchmarks require real world context which was not always present in the practice materials
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The platform is easy to navigate and use.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	There were not a plethora of real-world context problems but those that did exist were connected to life experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	There were not a lot of word problems or real world context 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).	4 - Good Alignment	I did not see any evidence of bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	I did not see evidence of inappropriateness in this area.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Many of the parts of many standards are missing within the practice problems where the evidence correlation says they should be found.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The teacher would need to prepare additional teaching material to match the depth of all benchmarks.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	Some do not match the depth that the benchmark requires
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Platform is easy to navigate and 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.	3 - Fair Alignment	There is a need for more problems set in a real-world context
5. E. Pacing of Content:The amount of content presented at one 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	Teachers can choose what they assign to students so its hard to determine the appropriateness of the 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).	3 - Fair Alignment	There are some formatting concerns. For example, when the question wants students to fill in a missing value it often contains a letter with a subscript which is confusing. Perhaps it could just be a blank box or a single letter without a subscript.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The presentation is not very engaging and is confusing in some aspects.

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The "show me" and "hint" sections will help students stay motivated in my opinion
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big Ideas are represented in the practice sets
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	It is not clear how concepts connect or extend upon each other
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	The practice sets contain mostly recall problems which dont allow the opportunity to assess thinking as much as problems that required students to explain their steps.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	They can get live help when needed but I don't see representation of 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	Recall level problems don't always align to engagement
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	I would not consider their to be any activities
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	It is difficult to see evidence of instructional strategies when looking at practice problems.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	It is difficult to see evidence of instructional strategies when looking at practice problems.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	They align to the practice problems but I am unsure if they align to the way the benchmark will be assessed on a state test or exam

11. 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	They align to the practice problems but I am unsure if they align to the way the benchmark will be assessed on a state test or exam
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	There are few opportunities for students to show their learning in conceptual way
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 present and others are not. Some of the ELA expectations do not apply based on the nature of the platform and its lack of ability for students to discuss with one another
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	Most ratings in this category are Fair

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	I did not see evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Cultural references are not present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Social Justice references are not present
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	I did not see evidence of SEL references

UDL Reviewer's Name: LOURDES Day

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: 1200330 - Algebra 2

Bid ID: 474

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to fonts and background/contrast settings. All images have alt tags. Sofia does not provide video content. Sofia supports assistive technologies (i.e., math content displayed using MathJax for screen readers/text-to-speech tools or use of refreshable Braille displays).*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Fonts or size could not be altered within the program. The student would need to use tools within the browser.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High Contrast capabilities not built into the program. External browser tool needed.
Text-to-speech tools.	1 - Very Poor/No Alignment	Text to speech is not contained in the program. External browser tool needed.
All images have alt tags.	3 - Fair Alignment	The publisher reports that Alt Tags are available.

All videos are captioned.	3 - Fair Alignment	Videos are not provided directly from Sofia. The teacher may add videos from CPALMS and Kahn academy for instructional support.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that text and images may be sent to refreshable Braille. No way to test this.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to navigation elements.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	No accessibility directly built into student view. The student would need additional browser extensions.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some keyboard shortcuts are available.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that navigation information can be sent to refreshable Braille. Unable to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Sofia does not use highlighting.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Developers and QA product testers use aXe and WAVE. Template authors write math equations in MathJax. Sofia is designed to work with all major screen readers/text-to-speech tools (e.g., JAWS, NVDA, VoiceOver, NaturalReader). Sofia is also designed to work with screen magnifiers (e.g. Freedom Scientific MAGic) and speech recognition programs (e.g., Dragon NaturallySpeaking).*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Publisher reports that most screen readers and speech to text tools work with Sofia but these are not built in. The student would need external tools. Students who use switches would not be able to navigate this program effectively.

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 *Students can print out their assignment to work on it outside of the digital platform.*		
Review	Rating	Comments
	5 - Very Good Alignment	Students who require a paper version can print out assignments.

Reviewer's Name: Tiffany Hoben

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 2

Bid ID: 474

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

Reviewer's Name: Detra Long

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 2

Bid ID: 474

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.	In my opinion, this material would not be not sufficient for a traditional classroom, or with lower learners. This material is best fit for individual learners who are self-starters and motivated to work on their own.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	2 - Poor Alignment	The materials offer at best pedestrian examples of this standard, not up to the level of the course.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	The materials offer ample example, but with little to no explanations.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	3 - Fair Alignment	The examples presented are low in complexity, level one type questions. Higher level questioning should be included.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	1 - Very Poor/No Alignment	This standard is not addressed in the materials as presented. According to the Evidence Correlation provided, this standard should be addressed in the section on Factoring and Solving Polynomial Equations, but it is not.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	2 - Poor Alignment	Very pedestrian examples of this standard are given. The rigor is not up to the level of the course.

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 addressed.
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	This standard is sufficiently addressed.
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.	3 - Fair Alignment	This standard is minimally addressed.
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 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.	3 - Fair Alignment	This standard is partially addressed. Intervals and end behavior are not addressed.
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	1 - Very Poor/No Alignment	This standard is not addressed.
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 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.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key	2 - Poor Alignment	The key features required for this standard are not addressed, such as

	features and determine constraints in terms of the context.		domain and range, intervals, and intercepts of absolute value 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.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	This standard is sufficiently addressed.
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 addressed.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	2 - Poor Alignment	Minimal opportunities to graph are presented, and the key features are not addressed.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	This standard is minimally addressed.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree	4 - Good Alignment	This standard is sufficiently addressed.

	3 or higher over the real and complex number systems.		
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	3 - Fair Alignment	Opportunities for graphing are limited.
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 addressed.
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 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.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	3 - Fair Alignment	Systems of linear and non-linear equations are addressed separately. No combinations of the two were found.

MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	4 - Good Alignment	This standard is sufficiently addressed.
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 addressed.
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	This standard is not addressed.
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 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.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Most of the key features of functions are addressed.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	1 - Very Poor/No Alignment	This standard is not addressed.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or	4 - Good Alignment	This standard is sufficiently addressed.

	y- values or multiplying the x- or y- values by a real number.		
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently addressed.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	3 - Fair Alignment	Only part of this standard is addressed. No opportunities for analyzing graphs is presented.
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 addressed.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	3 - Fair Alignment	This standard is minimally addressed.

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	3 - Fair Alignment	This standard is minimally addressed.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	3 - Fair Alignment	This standard is minimally addressed.
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 addressed.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	1 - Very Poor/No Alignment	This standard is not addressed.
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	This standard is sufficiently addressed.
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 addressed.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	This standard is sufficiently 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.	4 - Good Alignment	This standard is sufficiently addressed.

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	This standard is sufficiently addressed.
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	This standard is sufficiently addressed.

	• 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	This standard is sufficiently addressed.
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 standard is sufficiently addressed.

	• 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	This standard is sufficiently addressed.
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 addressed.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	This standard is sufficiently addressed.

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

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Not all standards are addressed 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.	4 - Good Alignment	The standards that are addressed are done so sufficiently.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	The materials as presented seem to work better for individual learners, completing the class on their own. It does not seem to be easily

		adaptable to teacher-led classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Sufficient examples are given, but very little explanation is provided.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	This is sufficiently addressed.
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 sufficiently addressed.
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 sufficiently addressed.
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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently 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 sufficiently addressed.
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 addressed.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The materials are set up for students to be able to complete tasks on their own, at their own pace.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	A good portion of the standards are not properly aligned, however, the

		standards that are aligned, are done well.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	The organization, as presented, seems chaotic. The teacher would have to do a lot to set up and organize the content.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	The content is presented in a very "one note" manner, and is not very 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	Each topic has a manageable number of examples, with the ability of the teacher to add or remove 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	Live tutors and help on individual questions and concepts 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).	3 - Fair Alignment	Once learned, the site is likely easy to navigate, however, it would take a significant amount of time for teachers and students to learn how to navigate the site. This time could be better spent on the content of the course.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	The material is presented in a straightforward manner. There are no additional features that would motivate the learner.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Many ideas are presented throughout the material, and were adequately addressed.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	This is sufficiently addressed.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some guidance is provided, however it would not be sufficient for lower level learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	The support is not sufficient for lower level learners. Student that use this material would have to be self-starters and highly motivated.
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 sufficiently addressed.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	The material is very straightforward and uniformly formatted with many example questions, but there are not many opportunities for extensions.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 - Very Poor/No Alignment	There are no instructional strategies incorporated into the materials.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	1 - Very Poor/No Alignment	There are no instructional strategies incorporated into the materials.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	This is sufficiently 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.	3 - Fair Alignment	This is sufficiently addressed.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	The materials as presented do not consider the needs of lower learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	This is sufficiently addressed.
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	This submission would work well for motivated learners, however lower learners would not be successful with these 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?	4 - Good Alignment	No prohibited content is present in the materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No prohibited content is present in the materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No prohibited content is present 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?	4 - Good Alignment	No prohibited content is present in the materials.

Reviewer's Name: Aaron Smith

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Algebra 2

Bid ID: 474

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	1 - Very Poor/No Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This resource is basically a collection of math problems. The majority of the items suggested for the benchmarks are either not aligned or are well below grade level and content level expectations. Teacher guidance is not supported with strategies and appropriate pedagogical content knowledge.

	There's not enough content available for an entire year-long 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
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	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
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	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
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	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
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	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the 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.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.

MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	1 - Very Poor/No Alignment	There are only math problems available. There is no instruction guidance. Many of the suggested problems are not aligned to the language and/or expectations of the benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	1 - Very Poor/No Alignment	While there are some items attached to the MTRs, there is no guidance as to how they align, and many

	• 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.		of the suggested items do not align with the expectations of the course benchmarks.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
ELA.K12.EE.3.1	Make inferences to support comprehension.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	While there are some items attached to the EEs, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.
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	While there are some items attached to the ELL benchmark, there is no guidance as to how they align, and many of the suggested items do not align with the expectations of the course benchmarks.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	1 - Very Poor/No Alignment	The majority of the suggested items for each standard either do not align with the benchmarks or are well below the expected learning outcomes for the course.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	1 - Very Poor/No Alignment	The majority of the content suggested is not aligned with the benchmarks for the course or do not address the intended outcomes and expectations.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	1 - Very Poor/No Alignment	Questions can be copied and changed, but this process is not intuitive. It's also not very helpful since the items are either poorly written or do not capture the intended learning outcomes for the benchmarks.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	1 - Very Poor/No Alignment	There are no details offered to students. All they recieve are "assignments" with math problems to do. There's no instructional guidance offered at all.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	1 - Very Poor/No Alignment	In most cases, the difficulty or complexity levels of the problems are well below the intended outcomes for the benchmarks.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	1 - Very Poor/No Alignment	A large number of the items are well below the grade level of the students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	1 - Very Poor/No Alignment	There is not enough material present in the resources to generate content for a year-long course.

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'm not sure who created these materials, but I would question if he/she had ever actually taught Algebra 2 before.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	1 - Very Poor/No Alignment	Only math problems are available. It is possible to import additional resources, but that requires content area expertise. It would be better to just use whatever source is being added so as not to mix it up with the misaligned content currently present in this set of resources.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	I did not notice any errors, but there are certain types of problems that are presented incorrectly. For example, one problem addressed adding polynomials vertically. The suggested problem presented it horizontally.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	3 - Fair Alignment	While possibly a coincidence, the one suggested ELL contextual problem involved landscaping. Since this is the only one, it could be considered culturally insensitive and stereotypical.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	1 - Very Poor/No Alignment	There are no prevailing theories or connections between standards in the content.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	The math problems are free of errors, but most are misaligned.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	1 - Very Poor/No Alignment	There is no connection to pedagogical content knowledge.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	1 - Very Poor/No Alignment	The few contexts available are not written to make connections to current scenarios or uses of the content in the real world.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	1 - Very Poor/No Alignment	The few contexts available are not written to make connections to current scenarios or uses of the content in the real world.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	1 - Very Poor/No Alignment	Aside from some real-world word problems, there are no connections to life in a context that is meaningful for students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	1 - Very Poor/No Alignment	There are no interdisciplinary connections 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).	3 - Fair Alignment	There are really no representations of any kind
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	3 - Fair Alignment	The few contexts provided are fine. On the other hand, there is no consideration for the needs and values of children who deserve a high quality education every day.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	1 - Very Poor/No Alignment	There is not enough content for an entire year-long course. Many of the suggested problems are not aligned.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the	1 - Very Poor/No Alignment	There are virtually no teacher materials that are designed to

targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		enhance or even assist in instruction.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	1 - Very Poor/No Alignment	Many of the suggested items do not align with course expectations, and there are no vertical/horizontal connections between topics.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	1 - Very Poor/No Alignment	While it's easy to find practice problems once a course is set up, the interface is not intuitive at all.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	1 - Very Poor/No Alignment	There are few options to enhance or increase readability. There are also no attempts at engagement beyond doing practice 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.	1 - Very Poor/No Alignment	There is not enough content present for a full-year 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).	1 - Very Poor/No Alignment	Assistive supports are not present.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	1 - Very Poor/No Alignment	The interface is not visually pleasing, and the extensive drop-downs make it cumbersome to navigate to the desired content.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	There are none available.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	1 - Very Poor/No Alignment	The resources are not designed to teach anything. It's a collection of math problems that are loosely aligned to the standards with no connection to the big ideas of the course.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	1 - Very Poor/No Alignment	Aside from providing answers to problems, there is little guidance on expectations or outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 - Very Poor/No Alignment	The students can't just have the problems completed for them without trying, but there's no guidance beyond being allowed to attempt them multiple times.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	1 - Very Poor/No Alignment	There is no guidance and support and is therefore not adaptable.
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	The students are assigned problems to do. That is the extent of the activities provided.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	1 - Very Poor/No Alignment	There are no logical connections being made beyond a collection of items.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 - Very Poor/No Alignment	There are no instructional strategies provided.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	1 - Very Poor/No Alignment	There are no instructional strategies provided.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	The few item types available do not lend themselves to appropriate assessment strategies for the course.

11. 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	Teachers can find out if problems were answered correctly or not, but there's no guidance for strategies or additional resources to respond to those outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	1 - Very Poor/No Alignment	This is a collection of math problems and is not designed to support teachers in meeting 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?	1 - Very Poor/No Alignment	While there are suggested items that are supposed to align to these expectations. They are either misaligned or insensitive to the needs of students.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	1 - Very Poor/No Alignment	This is a collection of loosely aligned items. There are no supports for teaching and learning beyond practice.

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

UDL Reviewer's Name: LOURDES Day

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: 1206310 - Geometry

Bid ID: 475

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to fonts and background/contrast settings. All images have alt tags. Sofia does not provide video content. Sofia supports assistive technologies (i.e., math content displayed using MathJax for screen readers/text-to-speech tools or use of refreshable Braille displays).*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Fonts or size could not be altered within the program. The student would need to use tools within the browser.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High Contrast capabilities not built into the program. External browser tool needed.
Text-to-speech tools.	1 - Very Poor/No Alignment	Text to speech is not contained in the program. External browser tool needed.
All images have alt tags.	3 - Fair Alignment	The publisher reports that Alt Tags are available.

All videos are captioned.	3 - Fair Alignment	Videos are not provided directly from Sofia. The teacher may add videos from CPALMS and Kahn academy for instructional support.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that text and images may be sent to refreshable Braille. No way to test this.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *All Sofia content is served in the browser window. There are no apps or programs to install. Therefore, all browser-supported functions and student settings remain available. This applies to navigation elements.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	No accessibility directly built into student view. The student would need additional browser extensions.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some keyboard shortcuts are available.
All navigation information can be sent to refreshable Braille displays.	3 - Fair Alignment	Publisher reports that navigation information can be sent to refreshable Braille. Unable to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Sofia does not use highlighting.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	Highlighters or notetaking features are not available. These are helpful study tools and can assist students to process new information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Developers and QA product testers use aXe and WAVE. Template authors write math equations in MathJax. Sofia is designed to work with all major screen readers/text-to-speech tools (e.g., JAWS, NVDA, VoiceOver, NaturalReader). Sofia is also designed to work with screen magnifiers (e.g. Freedom Scientific MAGic) and speech recognition programs (e.g., Dragon NaturallySpeaking).*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Publisher reports that most screen readers and speech to text tools work with Sofia but these are not built in. The student would need external tools. Students who use switches would not be able to navigate this program effectively.

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 *Students can print out their assignment to work on it outside of the digital platform.*		
Review	Rating	Comments
	5 - Very Good Alignment	Students who require a paper version can print out assignments.

Reviewer's Name: Elisa Greco

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Geometry

Bid ID: 475

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.	Since the Sofia program is not a Florida program, it has not been developed with Florida's BEST standards. It does contain many practice problems of many of the main concepts of Geometry, but the program is missing many of the Florida benchmarks and standards and the questions are not written at the expected level of the Florida Geometry

	standards. The program does not have any explicit instruction sections at all and they expect the teacher to assign instruction from other outside sources. There is support for practice problems with hints, show me and a tutor, but that is not equivalent to having direct instruction with teacher support and clarifications. There are no opportunities for peer discussion or work or for any reflection on the tasks or the use of manipulatives needed for the Geometry course. This program could be used as a supplement for a Geometry course to aid with remediation of topics. Most of the problems are written at a basic level and can be used to reinforce topics and give extra practice on main topics. It offers good online practice with instant feedback but could not be considered an entire Geometry curriculum.

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.	3 - Fair Alignment	There are many problems that solve relationships that use theorems of lines and angles. All angles are discussed. The concern is there is very few proof instruction. There are a couple of two-column but no flow chart, informal or paragraph and zero instruction on choosing a method.
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	3 - Fair Alignment	There are many problems that solve for triangle congruence and similarity. All triangle theorems are

			covered. The concern is there is very few proof instruction. There are a couple of two-column but no flow chart, informal or paragraph and zero instruction on choosing a method.
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	3 - Fair Alignment	There are many mathematical problems that solve relationships about triangles mainly on the coordinate plane but not many real world examples. The concern is there is very few proof instruction. There are a couple of narrative proofs but no flow chart, informal or two-column and zero instruction on choosing a method.
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	3 - Fair Alignment	There are many mathematical problems that solve relationships about parallelograms mainly on the coordinate plane but not many real world examples. The concern is there is very few proof instruction. There are a couple of narrative proofs but no flow chart, informal or two-column and zero instruction on choosing a method.

MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	2 - Poor Alignment	There are some mathematical problems that solve relationships about trapezoids mainly on the coordinate plane but not many real world examples. The concern is there is not any proof instruction and zero instruction on choosing a method.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	There are both mathematical and Real world practice of solving congruence and similarity.
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	Transformations are covered with coordinates as inputs and outputs.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	3 - Fair Alignment	All transformations are covered with only coordinates not words.
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	Sequence transformations are covered and good focus on symmetry.
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	Main focus of transformations on the coordinate plane, only two not more.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	1 - Very Poor/No Alignment	This standard is not covered

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	Focus examples are on corresponding sides and not angles
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	There are problems that cover weighted average
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	1 - Very Poor/No Alignment	This standard is not covered
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	3 - Fair Alignment	A few questions on tangent lines and points of a circle, some questions on medians and centroids, and none on quadrilaterals or segments
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	Perimeter and area covered
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	1 - Very Poor/No Alignment	This standard is not covered
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	1 - Very Poor/No Alignment	This standard is not covered
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	3 - Fair Alignment	Scale factors are used for area and volume, real world examples not used
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	3 - Fair Alignment	Area is covered, real world examples are not used, no population density

MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	All volume is covered, real world examples are not shown nor density or Cavalieri's Principle
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	All surface area is covered, real world examples are not shown
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	This standard is not covered
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	This standard is not covered
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	This standard is not covered
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.	3 - Fair Alignment	Lengths in circles are covered, real world examples not done
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	3 - Fair Alignment	Arcs and angles in circles are covered, real world examples not done
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	2 - Poor Alignment	One example of quadrilateral in a circle
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	3 - Fair Alignment	arc length and area of sector covered, no triangles inscribed
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	Creating circle equations with features used, no examples include

			completing the square
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.	2 - Poor Alignment	Find basic features of center and radius only, no real world
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.	2 - Poor Alignment	If, then and if and only if statements shown. No converse, inverse or contrapositive
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	2 - Poor Alignment	Examples on valid arguments, but zero on counterexamples
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	2 - Poor Alignment	Pythagorean Theorem is used in trig problems, but not use of similar triangles or the unit circle
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	4 - Good Alignment	RW and mathematical trig problems are covered with special right triangels
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.	2 - Poor Alignment	This program does not allow for peer work or for solving 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.	2 - Poor Alignment	It does not present material in multiple ways or show connections between concepts. It does not build through manupulatives.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	It does promote accuracy and perform procedures, but not flexible and help select appropriate methods to 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.	2 - Poor Alignment	This program is set for discussions and ability to analyze the thinking of others and justify to others.
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	IT does decompose problems into manageable parts and focus on relevant details.

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	It does allow students to check their work as they progress during a task. No ability to predict 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.	3 - Fair Alignment	There are some RW problems scattered throughout the program.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	There are a few proof questions that require justify reasoning
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	The text is at a low to average level
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Students will draw inferences with few proof problems

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	Program not set for collaboration
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	program is formatted the same
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	writing language is ok for math
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	Questions are chunked for ELL learners

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	There are many problem solving examples and many (not all) of the standards are covered, but proofs and theorem development is not covered well.
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	The program is at a basic level and for the most part does not cover the entire skill level required of the standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	The materials are supportive, but cannot be the main source of classroom instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Within the program, there are not sections of teaching understanding, It is just practice after the concept is taught.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Many of the topics are not at the complexity of the standard

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	The work is around the student grade level, a little below
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	It can be completed in a schoolyear
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Experts cited are correct
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Experts cited are correct
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Material presented accurately
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material presented objectively
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	content is current, but not all concepts are covered
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Concepts are factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	content is current, but not all concepts are covered
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	content is appropriate, but not many real world connections
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	content is appropriate, but not many real world connections

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	Few real world connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	A few inter 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).	3 - Fair Alignment	unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	portrayed correctly
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	There are many problem solving examples but not all are at grade level, and some of the standards are covered, but proofs and theorem development is not covered well.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	1 - Very Poor/No Alignment	Teachers will need to assign outside resources to teach the learning outcomes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The program is aligned, but several benchmarks are missing
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Most are grouped together well, but several missing benchmarks

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	The problems are easy to read, but to get help, a student must go outside the program (NetTutor)
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	The practice problems are chunked well, but content presentation is missing
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports 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 hints and show me and live help to support after the practice has started
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The program is easy to follow and does have support, but several benchmarks are missing

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	There are show me and hints as well as NetTutor support
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The material is chunked per main idea
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	2 - Poor Alignment	The student will need to go outside the program for explicit instruction
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Students do work independently
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	It addresses visual and some hands-on learners

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Students have a variety of methods to solve problems, just not all are covered
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	There are no activities outside the program
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Strategies cover what is presented, just not all the standards are there
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	The strategies help towards the outcomes, but not all outcomes are covered
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The assessments are aligned to the program, they just do not cover all the targeted outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessments are aligned to the program, they just do not cover all the targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Problems have support, but the material does not cover 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?	3 - Fair Alignment	There is some reasoning, but there is no peer work or reflection
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	Strategies support the program but not all the standards are covered

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

Reviewer's Name: Tiffany Hoben

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Geometry

Bid ID: 475

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

Reviewer's Name: Dina Neyman

Title: Sofia

Publisher: Link-Systems International, Inc.

Author: Link-Systems International, Inc.

Copyright: 2022

Edition: 2

Grade Level: 9-12

Course: Geometry

Bid ID: 475

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 is more like a supplemental instructional tool like IXL or i-Ready. It's practice, not a full curriculum. The teacher materials are limited and expect the teacher to do significant research to find instructional components. There is almost no connection within ideas and topics. MTR coverage is very limited, too.

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.	2 - Poor Alignment	Student tasks meet the standard but not the instruction. instructional recommendations from the standard clarifications do not match.
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.	2 - Poor Alignment	Student tasks meet the standard but not the instruction. instructional recommendations from the standard clarifications do not match.
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	2 - Poor Alignment	Student tasks meet the standard but not the instruction. instructional recommendations from the standard clarifications do not match.
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	2 - Poor Alignment	Student tasks meet the standard but not the instruction. instructional recommendations from the standard clarifications do not match.
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-	2 - Poor Alignment	Student tasks meet the standard but not the instruction.

	world problems involving postulates, relationships and theorems of trapezoids.		instructional recommendations from the standard clarifications do not match.
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	Aligns with standard
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	2 - Poor Alignment	Student tasks meet the standard but not the instruction. instructional recommendations from the standard clarifications do not match.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	1 - Very Poor/No Alignment	Not evident in the aligned resources
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.	2 - Poor Alignment	Very limited alignment. Students do transformations with minimal analysis and understanding.
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	Explanations are included, but not with depth to fully understand the standard.
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	2 - Poor Alignment	Limited justifications
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	1 - Very Poor/No Alignment	Not evident in the aligned resources

MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	1 - Very Poor/No Alignment	Taught with 3.2 but they are not the same. Understanding weighted averages is more than just midpoint.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	2 - Poor Alignment	Midpoint and distance are just part of the standard and expected understanding. A significant portion of this standard is left unattended.
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	Aligned
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	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	1 - Very Poor/No Alignment	The lesson is about classifying polygons which does not meet the standard.
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	1 - Very Poor/No Alignment	The aligned lesson does not match the standard. The examples are 3D, but not 3D rotations as the standard indicates.
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	1 - Very Poor/No Alignment	Not evident in the aligned resources

MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.5.1	Construct a copy of a segment or an angle.	1 - Very Poor/No Alignment	Not even included in alignment document
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	Students never actually do their own constructions.
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	1 - Very Poor/No Alignment	Students never actually do their own 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.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	Students solve the problems but instruction is limited.

MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	2 - Poor Alignment	Mathematical problems included but no real world applications within the problem set. Students do not actually derive.
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.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
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	Aligned
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	3 - Fair Alignment	This standard is addressed in a very procedural manner with no depth of thought.
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	4 - Good Alignment	Aligned
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	3 - Fair Alignment	Mathematical problems included but no real world applications within the problem set.
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.	4 - Good Alignment	Students will need lots of perseverance to work through tasks with limited instructional support.

	• 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.	2 - Poor Alignment	Only listed once on alignment document, not evident in content
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	Plenty of opportunity for fluency.

	• 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	This program would be better as an independent study rather than collaborative between students.
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.	2 - Poor Alignment	Minimal connection of ideas.

	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	1 - Very Poor/No Alignment	Not listed on justification document, not evident
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	Application problems are present, but limited models, methods and investigations.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	1 - Very Poor/No Alignment	Little opportunity to explain reasoning

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Text readability is appropriate
ELA.K12.EE.3.1	Make inferences to support comprehension.	1 - Very Poor/No Alignment	No opportunity for inferencing
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	This program would be better as an independent study rather than collaborative between students.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Opportunity for students to answer questions and show they can compute
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Not applicable
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	1 - Very Poor/No Alignment	This program would be better as an independent study rather than collaborative between students.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	Very shallow - does not support depth of understanding
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	Very shallow - does not support depth of understanding

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Very adaptable - require teacher to seek out additional instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Does not provide sufficient detail
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Very shallow - does not support depth of understanding
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	2 - Poor Alignment	Very shallow - does not support depth of understanding
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	Students can complete the lesson in adequate 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	Recommended secondary sources are of quality
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	Recommended secondary sources are of quality
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Aligned
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Aligned
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Aligned
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Aligned

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	Does not support MTR's and depth of understanding
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Does not support MTR's and depth of understanding
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	2 - Poor Alignment	Does not support MTR's and depth of understanding
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	Not meaningful at all
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	Limited interdisciplinary connections
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Aligned
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Aligned
21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	Does not support MTR's and depth of understanding

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	The teacher still has to do a ton of research to find additional materials to support this curriculum.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	What's here aligns, it's just a very limited curriculum.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	What's here aligns, it's just a very limited curriculum.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	2 - Poor Alignment	Understandable but not engaging
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing is good, but light. Not a lot of content for each topic.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Some adaptability 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	Stronger in some categories than others

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	Very little motivation for students
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	1 - Very Poor/No Alignment	Shallow instruction across standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Clear information of statements, but not 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	Definitely encourages students to work independently
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	Instruction is done one way with limited variance

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	Limited opportunity for high order thinking
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	The activities that are in there are good, just limited in quantity
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	2 - Poor Alignment	Instruction needs more depth
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	Instruction needs more depth
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The lessons align to the assessments, but neither align to the benchmarks.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The lessons align to the assessments, but neither align to the benchmarks.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Some adaptability 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?	2 - Poor Alignment	Does not support MTR's and depth of understanding
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	2 - Poor Alignment	Does not support MTR's and depth of understanding

Special Topics	Reviewer Rating	Rating Justification

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