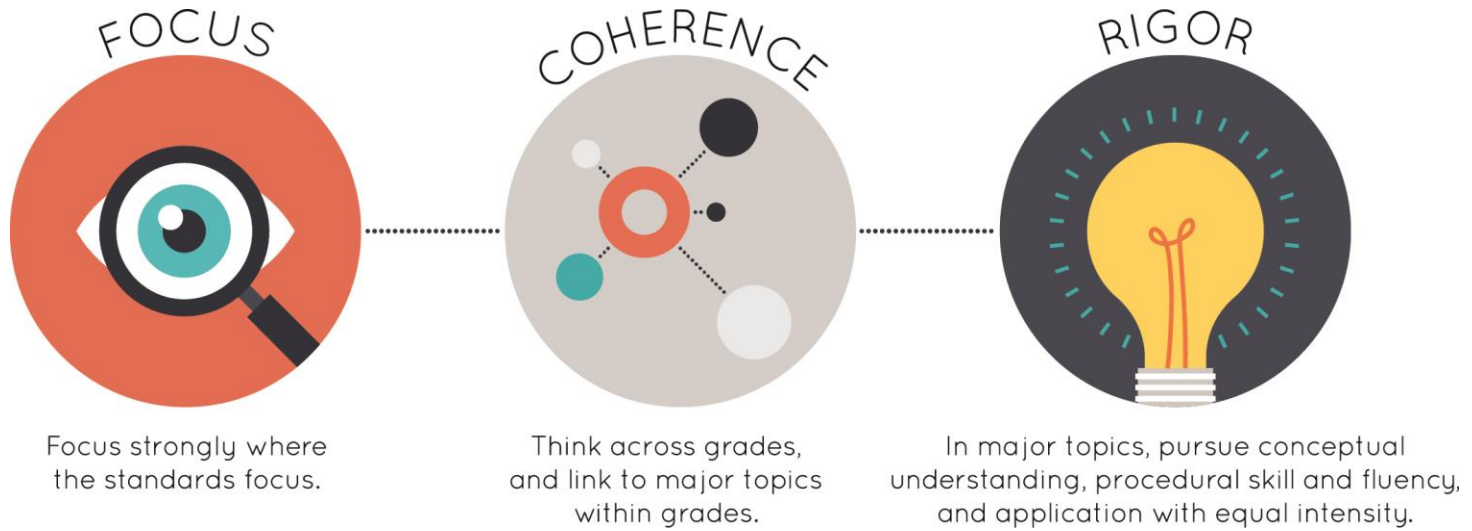


Strong mathematics instruction contains the following elements:



Title: **Bright Thinker**

Grade/Course: **Grade 7**

Publisher: **Blue Learning**

Copyright: **2018**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
2. Consistent, Coherent Content (Non-negotiable)	1. Focus on Major Work (Non-negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

**Section I: Non-negotiable Criteria.**

- Review the **required**<sup>1</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>1</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.</b>			
<p><b>Non-negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>2</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>3</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a) Materials devote the majority of class time to the major work of each grade/course.</b></p>	<p><b>No</b></p>	<p>Materials do not devote a large majority of time to the major work of the grade. Of the 83 lessons, approximately 47% of instructional lessons are spent on major work of the grade. Specifically, 30% of the lessons are spent on major standards, 17% of the lessons are spent on a combination of major and supporting/additional standards, and 18% of the lessons are spent solely on supporting or additional standards. Approximately 35% of the lessons spend time on content outside of the grade level. Although the materials' focus appears to be on major work according to the provided correlation guide, several lessons are not identified with the correct Louisiana Student Standards for Math (LSSM). For example, several lessons in Unit 10 go beyond the scope of the Grade 7 LSSM. The materials state that Unit 10 addresses cluster 7.RP; however, there are lessons, including lessons 6, 7 and 8, that do not align to any Grade 7 LSSM, addressing skills such as calculating net worth, setting budgets or calculating expenses.</p>

<sup>2</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>3</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>1b)</b> Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course <b>during core math instruction</b>. Content beyond grade/course-level should be clearly labeled as optional.</p>	<p><b>No</b></p>	<p>Materials spend time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the grade in which they are introduced. The core math instructional lessons and assessment items that are outside of the scope of LSSM for the grade level are not clearly marked as optional, and no other guidance for Louisiana teachers' implementation is provided. Of the instructional lessons, approximately 35% focus on content either above or below grade level. For example, in Unit 1, Lesson 1, the lesson focuses on sets and subsets and doesn't align to any of the Grade 7 LSSM. In Unit 1, Lesson 6, the lesson focuses on writing numbers in scientific notation which aligns to LSSM 8.EE.A.3. Assessment items are also present in Unit 1, Quiz 2 that align to LSSM 8.EE.A.3, including items 1, 10, 12, 15, 16, and 17. For example, item 1, states "Choose the correct scientific notation for the given number. 0.00074." Additionally, the first two lessons of Unit 4 align to Grade 6 LSSM, but the lessons are not marked as optional or for review purposes. Lesson 1 focuses on understanding ratios by using ratio language to describe a ratio relationship (LSSM 6.RP.A.1), and Lesson 2 focuses on finding unit rates such as unit pricing and constant speed (LSSM 6.RP.A.2, 6.RP.A.3b).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>            Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials connect <b>supporting content to major content</b> in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p><b>Yes</b></p>	<p>The materials are structured in such a way to enhance focus and coherence throughout the year by connecting supporting content to major content in meaningful ways. Coherence is built around major work of the grade as evidenced with the major Ratio and Proportional Relationship standards that are addressed in multiple units across the materials. For example, Unit 8 focuses on supporting clusters A and C of the Statistics and Probability domain, but relates the work back to the major content standards within the Ratio and Proportional Relationships domain. The connection is evidenced in several lessons within Unit 8 as students find and analyze the probabilities of events by using ratio and proportional relationship reasoning. For example, in Lesson 2, practice item 1, students solve the following problem: “Tyrone rolled a number cube 150 times. A 7 appeared 30 times. Find the experimental probability of rolling a 7.” Additionally, in Lesson 7, example 2, students solve the following problem: “The current ratio of good ratings to excellent ratings is 3 to 8, or <math>\frac{3}{8}</math>. Set up a proportion and solve for the number of excellent ratings when there are 9 good ratings. Let <math>x</math> be the excellent ratings when there are 9 good ratings.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more <b>clusters in a domain</b>, or two or more <b>domains in a grade/course</b>, in cases where these connections are natural and important.</p>	<p><b>Yes</b></p>	<p>The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in the grade, in cases where these connections are natural and important. For example, in Unit 5, Lesson 8, students use proportional relationships (LSSM 7.RP.A.2) and perform rational number operations (LSSM 7.NS.A.3) to solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (LSSM 7.EE.B.3). This lesson connects the Ratio and Proportional Relationship (RP), Number System (NS), and Expressions and Equations (EE) domains. In Unit 6, Lesson 2, students calculate unknown angle measures (LSSM 7.G.B.5) while solving word problems leading to equations (LSSM 7.EE.B.4a), connecting the Geometry (G) and Expressions and Equations (EE) domains. In Unit 8, Lesson 7, students use and analyze data that a cafe manager collected about the total number of sandwich types sold per work. Students use the data to find the relative frequency of survey outcomes, make inferences based on the data, and then use proportions to determine how many of each type of sandwich the school should make each day (LSSM 7.SP.A.1, 7.SP.A.2, 7.SP.C.7). This lesson connects clusters A (Use random sampling to draw inferences about a population) and C (Investigate chance processes and develop, use, and evaluate probability</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			models) of the same domain (Statistics and Probability).
<p><b>Non-negotiable</b></p> <p><b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b></p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>3d) Balance:</b> The three aspects of <b>rigor</b> are not always treated together and are not always treated separately.		
<b>Non-negotiable</b> <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b> Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>4a)</b> Materials attend to the <b>full meaning of the practice standards</b> . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>Required</b> <b>4b)</b> Materials provide sufficient opportunities for students to <b>construct viable arguments and critique the arguments of others</b> concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>Required</b> <b>4c)</b> Materials explicitly attend to the <b>specialized language</b> of mathematics.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>4d)</b> There are teacher-directed materials that <b>explain the role of the practice standards</b> in the classroom and in students' mathematical development.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
<b>Section II: Additional Alignment Criteria and Indicators of Superior Quality</b>			
<b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	<b>Required</b> <b>5a)</b> Materials provide all students <b>extensive work</b> with grade/course-level problems.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>Required</b> <b>5b)</b> Materials <b>relate grade/course-level concepts explicitly to prior knowledge</b> from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	grade/course-level work. Lessons are appropriately <b>structured and scaffolded</b> to support student mastery.		
	<b>Required 5c)</b> There is <b>variety</b> in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>5d)</b> Support for <b>English Language Learners and other special populations</b> is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, “vocabulary to preview”, etc.,) are included.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
<b>6. QUALITY OF ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 6a)</b> Multiple <b>assessment opportunities</b> are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>Required 6b)</b> Assessment items include a <b>combination of tasks</b> that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>6c) Scoring guidelines and rubrics</b> align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	<b>6d)</b> Materials provide 2-3 <b>comprehensive assessments</b> (interims/benchmarks) that measure student learning up to the point of administration.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
<p><b>7. ADDITIONAL INDICATORS OF QUALITY:</b> Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> The content can be <b>reasonably completed</b> within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>7b)</b> The materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>7c)</b> Materials include unit and lesson <b>study tools for teachers</b>, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>7d)</b> Materials <b>identify prerequisite skills and concepts</b> for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<p><b>Required</b> <b>7e)</b> Materials provide guidance to help teachers <b>identify students</b> who need prerequisite work to engage</p>	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	successfully in core instruction, on-grade/course-level work.		
	<b>Required 7f)</b> Materials provide <b>targeted, aligned, prerequisite work</b> for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	<b>7g)</b> Materials provide <b>clear guidance and support</b> for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-negotiable Criteria of Superior Quality<sup>4</sup></b>	1. Focus on Major Work	<b>No</b>	Materials do not devote a large majority of time to the major work of the grade. Of the 83 lessons, approximately 47% of instructional lessons are spent on major work of the grade. Materials spend time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the grade in which they are introduced. The core math instructional lessons and assessment items that are outside of the scope of LSSM for the grade level are not clearly marked as optional, and no other guidance for Louisiana

<sup>4</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teachers' implementation is provided. Of the instructional lessons, approximately 35% focus on content either above or below grade level.
	2. Consistent, Coherent Content	<b>Yes</b>	The materials are structured in such a way to enhance focus and coherence throughout the year by connecting supporting content to major content in meaningful ways. The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in the grade, in cases where these connections are natural and important.
	3. Rigor and Balance	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	4. Focus and Coherence via Practice Standards	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
<b>II: Additional Alignment Criteria and Indicators of Superior Quality<sup>5</sup></b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	6. Quality of Assessments	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
	7. Additional Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the nonnegotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

<sup>5</sup> Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 6-12.