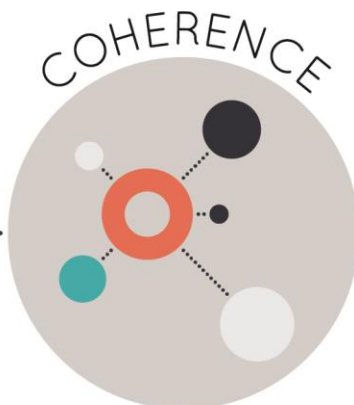




Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Reveal Math**

Grade/Course: **Algebra II**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
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**¹ 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.

¹ **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
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.			
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>No</p>	<p>Materials do not devote a larger majority of time to the major work of the course. Of the 58 course-level lessons, 62% are spent on major work of the grade. Specifically, 28% of lessons are spent on major standards, 34% of lessons are spent on a combination of major standards and supporting/additional standards, and 26% of lessons are spent on supporting or additional standards. Additionally, 12% of lessons address content outside of the scope of the course. While the materials include a total of 74 lessons, sixteen of the lessons are marked as optional on the Reveal Algebra 2 Pacing Guidance for Louisiana Educators document.</p>
	<p>Required 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course during core math instruction. Content beyond grade/course-level should be clearly labeled as optional.</p>	<p>No</p>	<p>Materials, including assessments, do not spend minimal time on content outside of the appropriate course level. The majority of lessons and module assessment items (including Module Tests and Performance Tasks) that address content outside of Algebra 2 are labeled as optional on the Reveal Algebra 2 Pacing Guidance for Louisiana Educators document. The publisher’s Louisiana implementation guide addresses concerns with lessons in Modules 9 and 12 by labeling four</p>

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

³ 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>additional lessons as optional. However, seven lessons in Modules 1-3 address and reteach Algebra 1 content, but are not listed as optional on the publisher's Louisiana implementation guide. The lessons include Module 1, Lessons 1 and 5, Module 2, Lessons 1, 3, 4, and 5, and Module 3, Lesson 2. For example, in Module 2, Lesson 1 students solve linear equations and inequalities (LSSM A1: A-CED.A.2). Another example includes Module 3, Lesson 2 in which students solve quadratic equations graphically (LSSM A1: F-IF.B.4).</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT 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>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, in Module 5, Lesson 2 students create polynomial equations in one variable and use them to solve problems (supporting LSSM A2: A-CED.A.1) and find zeros by factoring to solve equations (major LSSM A2: A-APR.B.3). In Module 4, Lesson 2, supporting LSSM A2: F-IF.C.7c is connected to major LSSM A2:F-IF.B.6. In this lesson, students locate the zeros of a function by making a table and then graph the ordered pairs (LSSM A2: F-IF.C.7c). Later in the lesson, students find the average rate of change (LSSM A2:F-IF.B.6). In Module 8, Lesson 4 students simplify logarithmic expressions (major LSSM A2: A-SSE.A.2) and solve exponential equations by using</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</p>	<p>Yes</p>	<p>natural logarithms (supporting LSSM A2: F-LE.A.4).</p> <p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, in Module 11, Lesson 4 students graph sine and cosine functions (LSSM A2: F-IF.C.7e) and analyze their key features (LSSM A2: F-TF.B.5) connecting the Functions: Trigonometric Functions (F-TF) and Functions: Interpreting Functions (F-IF) domains. In Module 7, Lesson 5, students use technology to choose the best model to fit to data (A2: F-LE.A.2) and use their model to solve problems (LSSM A2: S-ID.B.6a) connecting the Functions: Linear, Quadratic, and Exponential Models (F-LE) and Statistics and Probability: Interpreting Categorical and Quantitative Data (S-ID) domains. Additionally, Module 4, Lesson 2 connects clusters B (Interpret functions that arise in applications in terms of the context) and C (Analyze functions using different representations) of the Functions: Interpreting Functions (F-IF) domain. In the lesson, students analyze graphs of polynomial functions by identifying zeros and end behavior (LSSM F-IF.C.7c) and finding and interpreting average rate of change over specified intervals (LSSM F-IF.B.6).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable 3. RIGOR AND BALANCE: 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>Required 3a) Attention to Conceptual Understanding: 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 3b) Attention to Procedural Skill and Fluency: 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 3c) Attention to Applications: 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</p>	<p>Required 4a) Materials attend to the full meaning of the practice standards. Each practice standard is connected to</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.</p>		
	<p>Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 4c) Materials explicitly attend to the specialized language of mathematics.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>Section II: Additional Alignment Criteria and Indicators of Superior Quality</p>			
<p>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide all students extensive work with grade/course-level problems.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 5b) Materials relate grade/course-level concepts explicitly to prior knowledge 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 grade/course-level work. Lessons are appropriately structured and scaffolded to support student mastery.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 5c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way,</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for English Language Learners and other special populations 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>6. QUALITY OF ASSESSMENTS: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Required 6a) Multiple assessment opportunities are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 6b) Assessment items include a combination of tasks 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
7. ADDITIONAL INDICATORS OF QUALITY:	Required 7a) The content can be reasonably completed within a regular school year and the pacing of content allows for	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		
	<p>Required 7b) The materials are easy to use and well organized 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 7c) Materials include unit and lesson study tools for teachers, 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>7f) Materials provide targeted, aligned, prerequisite work for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<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.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality⁴	1. Focus on Major Work	No	Materials do not devote a larger majority of time to the major work of the course. Materials do not spend minimal time on content outside of the appropriate course level.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not Representing Quality</u>			

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 9-12.

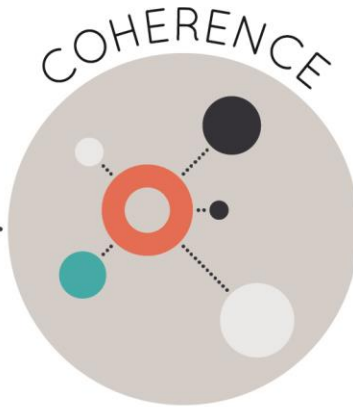
Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Reveal Math**

Grade/Course: **Algebra II**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
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**¹ 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.

¹ **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	PUBLISHER RESPONSE
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.				
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/>Yes <input checked="" type="checkbox"/>No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>No</p>	<p>Materials do not devote a larger majority of time to the major work of the course. Of the 62 course-level lessons, 50% are spent on major work of the grade. Specifically, 18% of lessons are spent on major standards, 32% of lessons are spent on a combination of major standards and supporting/additional standards, and 40% of lessons are spent on supporting or additional standards. Additionally, 10% of lessons address content outside of the scope of the course. While the materials include a total of 74 lessons, twelve of the lessons are marked as optional on the <i>Reveal Algebra 2 Pacing Guidance for Louisiana Educators</i> document.</p>	<p>We have revised the <i>Reveal Algebra 2 Pacing Guidance for Louisiana Educators</i>. We reevaluated the lessons cited to ensure that a large majority of time is devoted to the major work of the course as designated by the <i>Louisiana Student Standards: Companion Document for Teachers 2.0</i>. Based on this evaluation, we updated standard citations to emphasize major work. In some cases, lessons were made to be optional because they are not necessary for full coverage of the standards.</p> <p>In the revised Pacing Guidance, 58 lessons are required. Of these lessons, 38 (66%) are spent on major work and 20 (34%) are spent on supporting or additional standards.</p>
	<p>Required 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course during core math instruction. Content beyond grade/course-level should be clearly labeled as optional.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced. The majority of</p>	<p>In the updated Pacing Guidance, items that address content that is not required are designated as optional.</p> <p>All lessons address concepts included in Algebra 2 standards. For example,</p>

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

³ 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	PUBLISHER RESPONSE
			<p>lessons and module assessment items (including Module Tests and Performance Tasks) that address content outside of Algebra II are labeled as optional on the Reveal Algebra 2 Pacing Guidance for Louisiana Educators document. However, seven additional lessons in Modules 1-3 address and reteach Algebra I content, but are not listed as optional on the publisher provided document. The lessons include Module 1, Lessons 1 and 5, Module 2, Lessons 1, 3, 4, and 5, and Module 3, Lesson 2. For example, in Module 2, Lesson 1 students solve linear equations and inequalities (LSSM A1: A-CED.A.2). Another example includes Module 3, Lesson 2 in which students solve quadratic equations graphically (LSSM A1: F-IF.B.4).</p>	<p>standard F-IF.B.4 for Algebra 2 calls for students to interpret key features of the graphs of functions. That standard for Algebra 1 calls for students to interpret key features of specific types of functions, including linear functions. By having students interpret key features of linear functions among the others that are addressed in Algebra 2, Reveal provides a bridge of previous and new learning for related standards like these.</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT 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>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, in Module 5, Lesson 2 students create polynomial equations in one variable and use them to solve problems (supporting LSSM A2: A-CED.A.1) and find zeros by factoring to solve equations (major LSSM A2: A-APR.B.3). In Module 4, Lesson 2, supporting LSSM A2: F-IF.C.7c is connected to major LSSM A2:F-IF.B.6. In this lesson, students locate the zeros of a function by making a table and then graph the ordered pairs (LSSM A2: F-IF.C.7c). Later in the lesson, students find the average rate of change (LSSM A2:F-IF.B.6). In Module 8,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Lesson 4 students simplify logarithmic expressions (major LSSM A2: A-SSE.A.2) and solve exponential equations by using natural logarithms (supporting LSSM A2: F-LE.A.4).	
	<p>Required 2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</p>	Yes	<p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, in Module 11, Lesson 4 students graph sine and cosine functions (LSSM A2: F-IF.C.7e) and analyze their key features (LSSM A2:F-TF.B.5) connecting the Functions: Trigonometric Functions (F-TF) and Functions: Interpreting Functions (F-IF) domains. In Module 7, Lesson 5, students use technology to choose the best model to fit to data (A2: F-LE.A.2) and use their model to solve problems (LSSM A2: S-ID.B.6a) connecting the Functions: Linear, Quadratic, and Exponential Models (F-LE) and Statistics and Probability: Interpreting Categorical and Quantitative Data (S-ID) domains. Additionally, Module 4, Lesson 2 connects clusters B (Interpret functions that arise in applications in terms of the context) and C (Analyze functions using different representations) of the Functions: Interpreting Functions (F-IF) domain. In the lesson, students analyze graphs of polynomial functions by identifying zeros and end behavior (LSSM F-IF.C.7c) and finding and interpreting</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			average rate of change over specified intervals (LSSM F-IF.B.6).	
<p>Non-negotiable</p> <p>3. RIGOR AND BALANCE: 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 checked="" type="checkbox"/>Yes <input type="checkbox"/>No</p>	<p>Required 3a) Attention to Conceptual Understanding: 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>Required 3b) Attention to Procedural Skill and Fluency: 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>Required 3c) Attention to Applications: 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>Required</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.			
Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 4c) Materials explicitly attend to the specialized language of mathematics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Section II: Additional Alignment Criteria and Indicators of Superior Quality				
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: 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.	Required 5a) Materials provide all students extensive work with grade/course-level problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 5b) Materials relate grade/course-level concepts explicitly to prior knowledge 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	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	grade/course-level work. Lessons are appropriately structured and scaffolded to support student mastery.			
	Required 5c) There is variety 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5d) Support for English Language Learners and other special populations 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
6. QUALITY OF ASSESSMENTS: 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.	Required 6a) Multiple assessment opportunities are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6b) Assessment items include a combination of tasks 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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	interpreting student performance, misconceptions, and targeted support to engage in core instruction.			
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<p>7. ADDITIONAL INDICATORS OF QUALITY: 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>Required 7a) The content can be reasonably completed 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>Required 7b) The materials are easy to use and well organized 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>Required 7c) Materials include unit and lesson study tools for teachers, 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>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	7f) Materials provide targeted, aligned, prerequisite work for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION <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.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Non-negotiable Criteria of Superior Quality⁴	1. Focus on Major Work	No	Materials do not devote a larger majority of time to the major work of the course. Materials do not spend minimal time on content outside of the appropriate course level.	Click or tap here to enter text.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.	
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not Representing Quality</u>				

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Appendix II.

Public Comments

There were no public comments submitted.