NEW MEXICO
Public Education Department

F.13 - High School Algebra I

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	Algebra 1
Title of Student Edition:	Reveal, Algebra 1, Student Bundle with ALEKS and MH, 6-year	Student Edition ISBN:	9781265341695
Title of Teacher Edition:	Reveal Algebra 1, Teacher Bundle, 1-year	Teacher Edition ISBN:	9780076819096
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:	https://www.brainshark.com/1/player/mcgraw-hillseg?pi=zIIz14ZiQfzlCYQz0&r3f1=&fb=0		
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In: (Include ONLY if submitting digital materials as part of the review set listed above.)	Website: my.mheducation.com	Username: NM912Math25	Password: NMdemo25!

Section 1: Standards Review -- Math Content Standards									
PUBLISHER/PROVIDER INSTRUCTIONS:									
Criteria #	**Standard**	**F.13 High School Algebra I Standards Review**	Publisher/Provider Citation from Teacher Edition	Score	**If Scored D:** Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	**Required:** Reviewer's Evidence	Comments, other citations, notes
DOMAIN: HS.N-RN The Real Number System									
Cluster: Extend the properties of exponents to rational exponents.									
1	**N.RN.1**	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of 5 because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $5^{(1/3)3}$ *must equal 5.*	TE Volume 2 pp. 455-456 Learn						
2	**N.RN.2**	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	TE Volume 2 pp. 457-458 Examples 3-5, Learn TE Volume 2 p. 459 Practice						
Cluster: Use properties of rational and irrational numbers.									
3	**N.RN.3**	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	TE Volume 1 p. 1a (under Be Sure to Cover and Suggested Pacing) 1-3 Expand: Operations with Rational Numbers TE Volume 2 p. 429a (under Be Sure to Cover and Suggested Pacing) 8-6 Expand: Sums of Products of Rational and Irrational Numbers						
DOMAIN: HS.N-Q Quantities									
Cluster: Reason quantitatively and use units to solve problems.									
4	**N.Q.1**	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	TE Volume 1 p. 121 Learn, Example 5 p. 119 Part B pp. 140-141 Examples 4-5 New Mexico Connections: Algebra 1 pp. 8, 11 (digital asset clickpath: Login to MHE OLP > Algebra 1 > Browse this course > Program Resources: Course Materials > Teacher Editions, Correlations, and Pacing)						
5	**N.Q.2**	Define appropriate quantities for the purpose of descriptive modeling.	TE Volume 1 pp. 49-51 Learn						
6	**N.Q.3**	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	TE Volume 1 pp. 52-54 Learn						
DOMAIN: HS.A-SSE Seeing Structure in Expressions									
Cluster: Interpret the structure of expressions.									
7	**A.SSE.1**	Interpret expressions that represent a quantity in terms of its context.★	TE Volume 1 pp. 16-17 Learn						
8	**A.SSE.1.a**	Interpret parts of an expression, such as terms, factors, and coefficients.	TE Volume 1 pp. 13-15 Learn						
9	**A.SSE.1.b**	Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*	TE Volume 1 pp. 3-5 Learn						
10	**A.SSE.2**	Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.	TE Volume 2 pp. 431-432 Learn TE Volume 2 p. 437 Reflect and Practice						
Cluster: Write expressions in equivalent forms to solve problems.									
11	**A.SSE.3**	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★	TE Volume 2 p. 632 Example 2 TE Volume 2 p. 636 Example 9						

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12	**A.SSE.3.a**	Factor a quadratic expression to reveal the zeros of the function it defines.	TE Volume 2 p. 634 Example 6-7 TE Volume 2 p. 637 Practice exercises 9-26						
13	**A.SSE.3.b**	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	TE Volume 2 pp. 643-644 Examples 4-6						
14	**A.SSE.3.c**	Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*	TE Volume 2 p. 433 Learn, Example 3 TE Volume 2 p. 519 Example 1						
DOMAIN: HS.A-APR Arithmetic with Polynomials and Rational Expressions									
Cluster: Perform arithmetic operations on polynomials.									
15	**A.APR.1**	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	TE Volume 2 pp. 547-548 Learn, Examples 3-4 TE Volume 2 p. 555 Learn, Example 1						
DOMAIN: HS.A-CED Creating Equations★									
Cluster: Create equations that describe numbers or relationships.									
16	**A.CED.1**	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	TE Volume 1 p. 65 Learn, Example 1 TE Volume 1 p. 343 Examples 4-6						
17	**A.CED.2**	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	TE Volume 1 p. 210 Example 2 TE Volume 1 p. 288 Example 2 TE Volume 1 p. 290 Apply Example 4 TE Volume 1 p. 291 Practice						
18	**A.CED.3**	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	TE Volume 1 p. 67 Example 3 TE Volume 2 p. 402 Example 4						
19	**A.CED.4**	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.	TE Volume 1 pp. 117-118 Learn TE Volume 1 p. 120 Example 4						
DOMAIN: HS.A-REI Reasoning with equations and inequalities									
Cluster: Understand solving equations as a process of reasoning and explain the reasoning.									
20	**A.REI.1**	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	TE Volume 1 p. 76 Learn TE Volume 1 pp. 78-79 Learn, Examples 4-5						
Cluster: Solve equations and inequalities in one variable.									
21	**A.REI.3**	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	TE Volume 1 p. 77 Example 3 TE Volume 1 p. 341 Learn, Examples 1-2						
22	**A.REI.4**	Solve quadratic equations in one variable.	TE Volume 2 p. 637 Practice TE Volume 2 p. 639 Practice exercises 1-8						
23	**A.REI.4.a**	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	TE Volume 2 p. 649 Example 3						
24	**A.REI.4.b**	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.	TE Volume 2 p. 631 Learn TE Volume 2 p. 641 Learn TE Volume 2 p. 647 Learn						
Cluster: Solve systems of equations.									

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25	**A.REI.5**	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	TE Volume 2: p. 543a (under Be Sure to Cover and Suggested Pacing) Expand 10-5: Proving the Elimination Method						
26	**A.REI.6**	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	TE Volume 2 pp. 391-393 Apply Example 7						
27	**A.REI.7**	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*	TE Volume 2 pp. 655-657 Learn, Examples 1-2						
Cluster:	**Represent and solve equations and inequalities graphically.**								
28	**A.REI.10**	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	TE Volume 1 p. 209 Learn TE Volume 2 p. 605 Learn						
29	**A.REI.11**	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	TE Volume 2 pp. 387-388 Learn, Examples 1-3 TE Volume 2 p. 390 Examples 5-6						
30	**A.REI.12**	Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	TE Volume 1 pp. 375-377 Learn, Examples 1-3						
DOMAIN: HS.F-IF Interpreting Functions									
Cluster:	**Understand the concept of a function and use function notation.**								
31	**F.IF.1**	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	TE Volume 1 pp. 135-137 Learn, Examples 1-2						
32	**F.IF.2**	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	TE Volume 1 pp. 147-149 Learn, Examples 1-2						
33	**F.IF.3**	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*	TE Volume 1 p. 251 Learn, Example 1 TE Volume 2 p. 523 Learn, Examples 1-2						
Cluster:	**Interpret functions that arise in applications in terms of the context.**								
34	**F.IF.4**	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★	TE Volume 1 p. 167 Learn, Example 1 TE Volume 1 p. 179 Learn TE Volume 1 p. 195 Example 3						
35	**F.IF.5**	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* ★	TE Volume 1 p. 169 Example 3						
36	**F.IF.6**	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★	TE Volume 1 pp. 219-221 Learn, Examples 1-3						

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Cluster:	**Analyze functions using different representations.**								
37	**F.IF.7**	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★	TE Volume 1 p. 213 Example 6 TE Volume 1 pp. 232-233 Examples 5-6						
38	**F.IF.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima.	TE Volume 1 p. 182 Learn, Example 3 TE Volume 1 p. 212 Learn, Example 5 TE Volume 2 p. 628 Example 4 TE Volume 2 pp. 629-630 Practice questions 21, 26						
39	**F.IF.7.b**	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	TE Volume 1 pp. 259-260 Learn TE Volume 1 p. 267 Learn, Example 1						
40	**F.F.7.e**	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	TE Volume 2 pp. 489-491 Learn, Example 1						
41	**F.IF.C.8**	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	TE Volume 2 pp. 615-617 Learn, Examples 1-4						
42	**F.IF.8.a**	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	TE Volume 2 p. 633 Examples 4-5 TE Volume 2 p. 642 Examples 2-3						
43	**F.IF.8.b**	Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*	TE Volume 2 pp. 520-521 Example 1, Practice						
44	**F.IF.9**	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	TE Volume 2 pp. 606-608 Examples 2-4						
DOMAIN: HS.F-BF Building Functions									
Cluster:	**Build a function that models a relationship between two quantities.**								
45	**F.BF.1**	Write a function that describes a relationship between two quantities. ★	TE Volume 1 p. 252 Example 2, Learn TE Volume 1 p. 254 Example 4						
46	**F.BF.1.a**	Determine an explicit expression, a recursive process, or steps for calculation from a context.	TE Volume 1 p. 255 Practice						
47	**F.BF.1.b**	Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*	TE Volume 2 pp. 675-676 Examples 3-6						
48	**F.BF.2**	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★	TE Volume 2 pp. 532-533 Learn, Examples 3-5						
Cluster:	**Build new functions from existing functions.**								
49	**F.BF.3**	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*	TE Volume 1 pp. 239-241 Learn, Examples 1-3						
50	**F.BF.4**	Find inverse functions.	TE Volume 1 pp. 329-330 Learn, Examples 4-6						

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51	**F.BF.4.a**	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. *For example, f(x) =2 x ^{3} or f(x) = (x+1)/(x–1) for x ≠ 1.*	TE Volume 1 p. 331 Practice TE Volume 1 p. 333 Practice						
DOMAIN: HS.F-LE Linear, Quadratic, and Exponential Models★									
Cluster:	**Construct and compare linear, quadratic, and exponential models and solve problems.**								
52	**F.LE.1**	Distinguish between situations that can be modeled with linear functions and with exponential functions.	TE Volume 1: p. 207a (under Be Sure to Cover and Suggested Pacing) Expand 4-3: Linear Growth Patterns TE Volume 2: p. 603a (under Be Sure to Cover and Suggested Pacing) Expand 11-8: Exponential Growth Patterns						
53	**F.LE.1.a**	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	TE Volume 1: p. 207a (under Be Sure to Cover and Suggested Pacing) Expand 4-3: Linear Growth Patterns TE Volume 2: p. 603a (under Be Sure to Cover and Suggested Pacing) Expand 11-8: Exponential Growth Patterns						
54	**F.LE.1.b**	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	TE Volume 2 pp. 663-665 Learn, Examples 1-2						
55	**F.LE.1.c**	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	TE Volume 2 pp. 492-494 Examples 2-3						
56	**F.LE.2**	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	TE Volume 1 p. 257 Practice TE Volume 2 p. 515 Practice TE Volume 2 p. 529 Practice						
57	**F.LE.3**	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	TE Volume 2 pp. 667-688 Learn, Example 4						
Cluster:	**Interpret expressions for functions in terms of the situation they model.**								
58	**F.LE.5**	Interpret the parameters in a linear or exponential function in terms of a context.	TE Volume 1 p. 235 Practice TE Volume 2 pp. 509-510 Learn, Examples 1-2						
DOMAIN: HS.S-ID - Interpreting Categorical and Quantitative Data									
Cluster:	**Summarize, represent, and interpret data on a single count or measurement variable.**								
59	**S.ID.1**	Represent data with plots on the real number line (dot plots, histograms, and box plots).	TE Volume 2 pp. 695-697 Learn, Examples 1-2						
60	**S.ID.2**	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	TE Volume 2 pp. 709-711 Learn, Examples 1-3						
61	**S.ID.3**	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	TE Volume 2 pp. 715-716 Learn, Examples 1-2 TE Volume 2 p. 718 Learn, Example 4						
Cluster:	**Summarize, represent, and interpret data on two categorical and quantitative variables.**								
62	**S.ID.5**	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	TE Volume 2 pp. 733-735 Learn, Examples 1-2						
63	**S.ID.6**	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	TE Volume 1 pp. 307-309 Learn, Examples 1-2						

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64	**S.ID.6.a**	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*	TE Volume 1 p. 310 Example 2 TE Volume 1 p. 319 Learn, Example 1						
65	**S.ID.6.b**	Informally assess the fit of a function by plotting and analyzing residuals.	TE Volume 1 pp. 322, 323 Learn, Example 3, Practice						
66	**S.ID.6.c**	Fit a linear function for a scatter plot that suggests a linear association.	TE Volume 1 p. 311 Practice TE Volume 1 p. 313 Practice TE Volume 1 p. 321 Example 2						
Cluster:	**Interpret linear models.**								
67	**S.ID.7**	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	TE Volume 1 p. 287 Learn, Example 1 TE Volume 1 p. 289 Learn, Example 3						
68	**S.ID.8**	Compute (using technology) and interpret the correlation coefficient of a linear fit.	TE Volume 1 p. 320 Example 1						
69	**S.ID.9**	Distinguish between correlation and causation.	TE Volume 1 pp. 315-317 Learn, Examples 1-2, Practice						

Standards for Mathematical Practice (SMPs)		Reviewer Tracking--Occurrences of SMPs within Materials:			
		First fourth of the materials	materials	Third fourth of the materials	Final Fourth of the materials
1	Make sense of problems and persevere in solving them.				
2	Reason abstractly and quantitatively.				
3	Construct viable arguments and critique the reasoning of others.				
4	Model with mathematics.				
5	Use appropriate tools strategically.				
6	Attend to precision.				
7	Look for and make use of structure.				
8	Look for and express regularity in repeated reasoning.				

Section 2: Math Content Review

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Criteria #	Grades K-12 Math Content Criteria	Score	Required: Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: RIGOR AND MATHEMATICAL PRACTICES **Materials support student mastery through a grade-appropriate balance of rigor: conceptual understanding, procedural fluency, and application.** **Materials meaningfully connect the Content Standards (CCSS) with the Standards for Mathematical Practice (SMPs).**				
1	***Conceptual Understanding:*** Materials support the intentional development of students' conceptual understanding of key mathematical concepts.			
2	***Procedural Skill and Fluency:*** Materials support intentional opportunities for students to develop procedural skills and fluencies in alignment with what is called for in the grade-level standards.			
3	***Application:*** Materials support students' ability to leverage mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts).			
4	***Balance of Rigor:*** *With equitable intensity* The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed in each grade level.			
5	***SMPs 1 and 6*** Materials support the intentional development of making sense of problems and attending to precision as required by the mathematical practice standards 1 and 6.			
6	***SMPs 2 and 3*** Materials support the intentional development of reasoning abstractly and quantitatively, along with developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3.			
7	***SMPs 4 and 5*** Materials support the intentional development of modeling and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5.			
8	***SMPs 7 and 8*** Materials support the intentional development of seeing structure and generalizing, in connection to the content standards, as required by the mathematical practice standards 7 and 8.			
FOCUS AREA 2: STUDENT CENTERED INSTRUCTION **Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.**				
9	Materials provide students with opportunities to develop self-efficacy and a positive mathematical identity through opportunities to engage in grade-level tasks using various sharing strategies and approaches.			
10	Materials provide opportunities for students to see themselves as contributors to the math community.			
FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS **Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and differentiated instruction to all students. Materials contain helpful resources to support implementation and instruction (e.g. materials for leaders, teachers, students, families/ caregivers, etc).**				

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11	Teacher materials contain full, adult-level explanations and examples of the mathematics concepts within lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.			
12	The materials provide guidance for unit/lesson preparation to support use of the materials as intended and to further develop the teachers' own understanding of the mathematical approach.			
13	Teacher materials provide insight into students' ways of thinking with respect to important mathematical concepts, especially anticipating a variety of student responses.			
14	Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.			

Section 2: All Content Review

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Criteria #	All Content Criteria Review	Score	**Required:** Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				

Section 2: All Content Review

PUBLISHERS/PROVIDERS:

- The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".

Criteria #	All Content Criteria Review	Score	**Required:** Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2025: CCSS for Mathematics.)*			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			

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Criteria #	All Content Criteria Review	Score	**Required:** Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			