

# F.10 - Grade 7 Accelerated Traditional Math

PUBLI	PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)									
Publisher/Provider Name/Imprint:	ublisher/Provider Name/Imprint: McGraw Hill LLC Grade(s): 7 Accelerated									
Title of Student Edition:	Reveal Math Accelerated, Student Bundle with ALEKS via my.mheducation.com, 6-year	Student Edition ISBN:	9781264675234							
Title of Teacher Edition:	Reveal Math, Accelerated, Teacher Bundle, 1-year	Teacher Edition ISBN:	9781265776350							
Title of SE Workbook:		SE Workbook ISBN:								

PUBLISHER/PROVIDER	PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.									
Citation Video Link: <a href="https://www.brainshark.com/1/player/mcgraw-hillseg?pi=zGiz3xjjzlCYQz0&amp;r3f1=&amp;fb=0">https://www.brainshark.com/1/player/mcgraw-hillseg?pi=zGiz3xjjzlCYQz0&amp;r3f1=&amp;fb=0</a>										
Citation video certification:  I certify that I have viewed the citation video for this specific publisher and set of materials.										
Digital Material Log In:	Website:  my.mheducation.com	Username: NM68Math25	Password: NMdemo25!							

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)**. The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

Standard   Fig. Draide / Accelerated transformed   Fig. Standard   Fig. Stan				NOTE: You may not use a citation	n more tn	an once across ALL sections of	tne rubric.			
Claster: Apply and extender processos understandings of adjections to Sada, subtract, multiply, and divide certainal numbers:	Criteria	Standard	E 10 Grado 7 Accelerated Traditional Math Standards Poving	Publisher/Provider Citation from	Score		Reviewer Citation from Student	Score	Poquired: Poviouer's Evidence	Comments other citations notes
Apply and extend previous understandings of operations with fractions to selfs, pathers, monthly, and divide rational numbers.  Apply and extend previous understandings of operations and statement on add and subtract rational numbers; represent addition and subtraction of add and subtract rational numbers; represent addition and subtraction of add and subtract rational products.  Apply and extend previous understandings of operations are subtraction on a subtraction of add and subtract on a which operating superior is a subtract on a which operating superior is a subtract on a which operating superior is a subtract on a subtract of the subtract o	#			Teacher Edition	Score	for Publisher Citation	Edition/Workbook	30016	Required. Reviewer's Evidence	Comments, other citations, notes
Apply and software previous understandings of addition and substraction to yolume 1 p  1 7.85.1  1 7.85.1  2 7.85.1.2  3 7.85.1.2  3 7.85.1.2  4 7.85.1.2  4 7.85.1.2  4 7.85.1.2  4 7.85.1.2  5 7.85.1.2  4 7.85.1.2  5 7.85.1.2  4 7.85.1.2  5 7.85.1.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  5 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 8 7.85.2.2  6 9 7.85.2.2  6 9 7.85.2.2  6 9 7.85.2.2  6 9 7.85.2.2  6 9 7.85.2.2  6 9 7.85.2.2  6 0 7.85.2.2  7 0 7.85.2.3  6 0 7.85.2.2  7 0 7.85.2.3  6 0 7.85.2.2  7 0 7.85.2.3  6 0 7.85.2.2  7 0 7.85.2.3  8 0 7.85.2.2  9 0 7.85.2.3  9 0	DOMAIN	: 7.NS - The Nur	nber System							
add and subsect retrieval numbers; regressive addition and subsraction on a horizontal or vertical number line diagram.  In horizontal or vertical number line diagram.  In horizontal or vertical number line diagram.  In High callium  2 7/34.1.0  Becarribe situations in which opposite quantities combine to make 0. For registrative for the properties of registrative for the properties of registrative for the properties of registrative for the constitution of the properties of registrative for the number of page to the additive formation of the number line is the additive formation of the number line is the additive formation of the number line is the additive formation on the number line is the additive formation of displaced polymorphism formation of page the displaced polymorphism formation of properties as strategies to add and substance returned for the polymorphism formation of displaced polymorphism formation of properties as strategies to add and substance returned formation of displaced polymorphism formation of properties as strategies to add and substance returned formation of firections in multiplication is extended from fractions to rational numbers by describing page displaced fractions to rational numbers by describing page displaced fractions to rational numbers by describing page displaced from fractions to rational numbers by describing prais world contents.  In January 1, 19, 19, 19, 19, 19, 19, 19, 19, 19,	Cluster:	Apply and exte			ers.					
7.765.1 a horizontal or vertical number line diagram. Volume 1 po 111 Agriculture volu										
1 A/NS.1.  Discribe distallions in which opposite quantities Comitive to make 0, for security and project on the control of th				· ·						
2 7.85.1.0 Describe situations in which apposite quantities combine to make 0. For complex, et phirriques across his 0 of burget secous is 1s to constitute or and one of the complex of the properties of the complex of the combine of the complex o	1	7.NS.1	a horizontal or vertical number line diagram.							
Describe situations in which apposite quantities combine to make 0. /or something, is hydrogen atom has 0. shorpe because its two constituents or a governive/charge.  2 7.36.5.1.0  3 7.86.5.1.0  3 7.86.5.1.0  4 7.86.5.1.0  4 7.86.5.1.0  5 7.86.5.1.0  Apply properties of a perations as strategies to add and substant arising in the perations of a strategies of the southern of the sponsible have a sun of the difference, and substant as the aboutlow value of the difference, and substant as the marker of the sponsible have a sun of the difference, and substant as the marker in the strategies to the difference, and substant as the marker in the strategies to add and substant arising the substant as the marker in the strategies to add and substant arising the substant as the marker in the strategies to add and substant arising the substant as the marker in the strategies to add and substant arising the substant as the marker in the substant as the sub										
2 7.85.1a 2 0 Describe situations in which opposite quantifies commine to mixed. Or or comple, or higher period roth most or deep because it is two organized states (i.e., i.e., i.										
2 7.45.1a complex in hydrogen atom has 20 charge because it two constituents or a special by Careful and Supposed to Careful and Supposed										
Operative from gred   4   5 Summarize & Apply				1 '''						
Volume 1 pp   43 Set benumber located a distance (p   from p , in the positive or negative, Show that a number and its opposite he was as on of 0 per additive inverses), there per sum or for contacts.   Volume 1 pp   425 Guided Exploration   43 Set of the per sum of contacts   Volume 1 pp   425 Set of the per sum or for contact numbers by describing real-world contexts.   Volume 1 pp   425 Set of the per sum of contacts   Volume 1 pp   425 Set of the per sum	2	7.NS.1.a		1						
3 7.NS.1.b. 3 7.NS.1.b. 5 7.NS.1.c. 4 7.NS.1.c. 4 7.NS.1.c. 5 7.NS.1.c. 6 7.NS.2. 6 7.NS.2. 7 7.NS.2. 7 7.NS.2. 7 7.NS.2. 8 7.NS.2. 9 7.NS.2. 8 7.NS.2. 8 7.NS.2. 9 7.										
3 7.NS.1.b negative. Show that a number and its opposite have a sum of 0 [are additive inverses). Integret sum of a training and additive inverses, 1 regret year of a training and additive inverses, 1 regret year of a training and additive inverses. Per a p s + (-q) 5 how that the distance between two rational numbers on the time intender inte text less baction evaluated in the number in the title that baction evaluated in the number in the title and souther work of the number in the title and souther work of the number in the title and souther work of the number in the title and souther work of the number in the title and souther work of the numbers.  5 7.NS.1.d Apply properties of operations as strategies to add and subtract rational numbers.  6 7.NS.2.    6 7.NS.2.    Construction of fractions to multiply and divide rational numbers.  6 7.NS.2.    Construction of the number in the title and souther in the number in the title and souther in the number in the title and souther in the number i										
additive inverse, Interpret sums of rational numbers by describing real-world contests.  4 7.NS.1.6 Understand subtraction or rational numbers as adding the additive inverse, p. q. = p. (+q.). Show that distance between two rational numbers on the number line is the absolute value of their difference, and apply by this principie in real-world contests.  5 7.NS.1.0 Apply properties of operations as strategies to add and subtract rational numbers.  6 7.NS.2  6 7.NS.2  6 7.NS.2  7 7.NS.2.2  7 7.NS.2.2  8 0. Understand that mulpicitation is extended from fractions to rational numbers.  9 0. Understand that mulpicitation is extended from fractions to to stational numbers by describing real-world contests.  9 0. Understand that mulpicitation is extended from fractions to to stational numbers by describing real-world contests.  9 0. Understand that mulpicitation is extended from fractions to rational numbers.  10 0. Understand that mulpicitation is extended from fractions to to stational numbers by describing real-world contests.  10 0. Understand that mulpicitation is extended from fractions to rational numbers.  10 0. TANS.2.0  10 0. Understand that mulpicitation is extended from fractions to rational numbers.  10 0. TANS.2.0  10 0. Understand that mulpicitation is extended from fractions to rational numbers by describing real-world contexts.  10 0. TANS.2.0  10 0. Contest and that integers can be divided, provided that the divisor is not vicinity of the productive of rational numbers by describing real-world contexts.  10 0. TANS.2.0  10 0. Contest and that integers can be divided, provided that the divisor is not vicinity of the productive of rational numbers by describing real-world contexts.  10 0. TANS.2.0  11 0. TANS.2.0  12 0. Contest and trained number to describing real-world contexts.  13 0. Solve real-world and mathematical problems involving the four operations.  14 0. World or p. Contest and the four of a rational numbers of the contests in the four operations.  15 0. World or p. Contest and the four of	_			415 Guided Exploration						
word contexts.  1 A 7.NS.1.c Understand butheration of rational numbers as adding the additive winers, p − q = p + (−q). Show that the distance between two rational numbers on the number line is the abouterate who of the ofference, and apply this principle in real-world contexts.  Apply properties of operations as strategies to add and subtract rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division of the division is a divide sploration of volume 1 pp 490 Guided Exploration volume 1 pp 490 Guided Exploration volume 2 pp 490 Guided Exploration volume 3 pp 490 Guided Exploration volume 4 pp 490 Feb 2 Interpret quickless of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not taken and the volume 4 pp 490 Feb 2 Interpret quickless of rational numbers by describing real-world contexts.  Understand that integers can be divided contexts.  Understand that integers can be divided contexts.	3	7.NS.1.b								
TANS.1.   A   TANS.1.   Control of rational numbers as adding the additive inverse, p. = q = r + (=). Note that the distance between two rational apply this pringiple in real-world contexts.   Volume 1 pp   425 ter's Explore More   Volume 1 pp   425										
4 7.NS.1.d memere, $P = q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  5 7.NS.1.d Apply properties of operations as strategies to add and subtract rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to staffs the properties of Goulded Exploration Volume 2 pp 436 Guided Exploration Volume 2 pp 436 Guided Exploration Volume 2 pp 436 Guided Exploration Volume 2 pp 445 Guided Exploration Volume 2 pp 456 Guided Exploration Volume 2 pp 457 Guided Exploration Volume 2 pp 458 Guided Exploration Volume 2	-			Values 1 pp						
mumbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  7.NS.1.d https://doi.org/10.1001/j.com/10.1001/j.c			_							
apply this principle in real-world contexts.  Apply approprite of operations as strategies to add and subtract rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and division and of fractions to multiply and divide rational numbers.  Volume 1 pp 435 Guided Exploration Volume 1 pp 455 Guided Exploration Volume 1 pp 455 Guided Exploration Volume 2 pp 536 Guided Exploration Volume 2 pp 536 Guided Exploration Volume 2 pp 9 536 Gu	4	7.NS.1.c		425 Let's Explore More						
Apply properties of operations as strategies to add and subtract rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division on and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division on and of fractions to multiply and divide rational numbers.  Apply properties of operations, particularly the distributive property, leading to products of stoolarly antibes strategies to divide a properties of operations, particularly the distributive property, leading to products of rational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers, pand of a rational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers of a decimal unimber by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers of a decimal unimber of a decimal unimper to a decimal unimper t										
7.NS.1.d numbers.  402 Summarize & Apply volume 1 pp 430 Summarize & Apply volume 1 pp 430 Summarize & Apply and of fractions to multiply and divide rational numbers.  405 Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of perations, particularly the distributive property, leading to products such as ("I)—1 and the rules for multiplication is returned from the stributive property, leading to products such as ("I)—1 and the rules for multipling signed numbers. Interpret products of rational numbers by describing real-world contexts.  4 2 NS.2.b number. If p and q are integers, then -("q") = ("") q" = ""  q" -   "  q" -   q" -   "  q" -			117 1	Volume 1 nn						
Volume 1 pp 43 Summarize & Apply  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Volume 1 pp 43 Summarize & Apply  Volume 1 pp 43 Sudded Exploration Volume 1 pp 43 Sudded Exploration Volume 2 pp 53 Sudded Exploration Volume 2 pp 53 Sudded Exploration Volume 2 pp 53 Sudded Exploration Volume 2 pp 54 Sudded Exploration Volume 2 pp 54 Sudded Exploration Volume 2 pp 54 Sudded Exploration Volume 1 pp 44 Summarize & Apply  Volume 1 pp 45 Sudded Exploration  Volume 1 pp 45 Sudded Exploration  Volume 1 pp 47 Sudded Exploration  Volume 2 pp 47 Sudded Exploration  Volume 2 pp 47 Sudded Exploration  Volume 2 pp 48 Summarize & Apply  Volume 1 pp 47 Sudded Exploration  Volume 2 pp 48 Sudded Exploration  Volume 2 pp 47 Sudded Exploration  Volume 2 pp 48 Sudded Exploration  Volume 2 pp 48 Sudded Exploration  Volume 2 pp 48 Sudded Exploration  Volume 1 pp 47 Sudded Exploration  Volume 1 pp 47 Sudded Exploration  Volume 1 pp 48 Sudded Exploration  Volume 1 pp										
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication and division and division and of fractions to multiply and divide rational numbers.  430 Guided Exploration Volume 1 pp 433 Guided Exploration Volume 1 pp 453 Guided Exploration Volume 2 pp 453 Guided Exploration Volume 2 pp 453 Guided Exploration Volume 2 pp 454 Guided Exploration Volume 2 pp 454 Guided Exploration Volume 2 pp 454 Guided Exploration Volume 2 pp 455 Guided Exploration Volume 2 pp 454 Guided Exploration Volume 2 pp 455 Guided Exploratio	5	7.NS.1.d	numbers.	1 1 1						
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Apply and extend previous understandings of multiplication is obtained by a solided Exploration Volume 1 pp 453 Guided Exploration Volume 2 pp 543 Guided Exploration Volume 3 pp 543 Guided Exploration Volume 4 pp 444 Summarize & Apply operations, particularly the distributive properties of operations and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then on-zero divisor) is a rational number. If p and q are integers, then on-zero divisor) is a rational number. If p and q are integers, then on-zero divisor) is a rational number for a drational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational only volume 1 pp 443 Guided Exploration Volume 1 pp 443 Guided Exploration Volume 1 pp 457 Guided Exploration Volume 2 pp 457 Guided Exploration Volume										
and of fractions to multiply and divide rational numbers.  439 Guided Exploration Volume 1 pp 433 Guided Exploration Volume 2 pp 459 Guided Exploration Volume 2 pp 459 Guided Exploration Volume 2 pp 459 Guided Exploration Volume 3 pp 459 Guided Exploration Volume 2 pp 459 Guided Exploration Volume 3 pp 459 Guided Exploration Volume 3 pp 459 Guided Exploration Volume 3 pp 450 Guided Exploration Volume 3 pp 450 Guided Exploration Volume 3 pp 450 Guided Exploration Volume 1 pp 460 Guided Exploration Volu			Apply and extend previous understandings of multiplication and division							
Volume 1 pp 453 Guided Exploration Volume 1 pp 459 Guided Exploration Volume 2 pp 453 Guided Exploration Volume 2 pp 553 Guided Exploration Volume 1 pp 553 Guided Exploration Volume 2 pp 553 Guided Exploration Volume 1 pp										
453 Guided Exploration Volume 1 pp 469 Guided Exploration Volume 2 pp 533 Guided Exploration Volume 2 pp 535 Guided Exploration Volume 2 pp 536 Guided Exploration Volume 2 pp 537 Substitution is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational requirement of rational numbers by describing real-world contexts.  Volume 1 pp 488 Summarize & Apply 488 Summarize & Apply  7.NS.2.c  Apply properties of operations as strategies to multiply and divide rational numbers.  Volume 1 pp 483 Guided Exploration Volume 1 pp 484 Summarize & Apply 488 Summarize & Apply  Volume 1 pp 483 Guided Exploration Volume 1 pp 485 Guided Exploration Volume 1 pp 485 Guided Exploration Volume 1 pp 487 Guided Exploration Volume 1 pp 487 Guided Exploration Volume 1 pp 587 Guided Exploration Volume 1 pp 589 Guided Exploration Volume 1 pp 580 Guided Exploration Volume 1 pp 5										
Volume 1 pp 469 Guided Exploration Volume 2 pp 469 Guided Exploration Volume 2 pp 543 Guided Exploration Nolume 1 pp 444 Summarize & Apply  7.NS.2.a a (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(*p' q) = (-*p' q) = *(-*p' q) = (-*p' q) = *(-*p' q) = (-*p' q) = *(-*p' q)				1 '''						
Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(-/q) = (-/q) = f'-q -). Interpret quotients of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(-/q) = (-/q) = f'-q -). Interpret quotients of rational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational number to a decimal using long division; know that the decimal form of a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  Solve real-world and mathematical problems involving the four operations  Volume 1 pp  435 Summarize & Apply  Volume 1 pp  436 Summarize & Apply  Volume 1 pp  437 Guided Exploration  Volume 1 pp  437 Guided Exploration  Volume 2 pp  339 Guided Exploration	6	7.NS.2		•						
Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p'/q) = (-p')/q = p'/(-q). Interpret quotients of rational numbers by describing real- world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 443 Guided Exploration Volume 1 pp 455 Summarize & Apply 456 Summarize & Apply 457 Guided Exploration Volume 1 pp 457 Guided Exploration Volume 2 pp 539 Guided Exploration Volume 2 pp 539 Guided Exploration Volume 2 pp 539 Guided Exploration Volume 1 pp Volume 1 pp Volume 1 pp Volume 1 pp Volume 2 pp				469 Guided Exploration						
Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.    Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(-p'q) = (-p')/q = p'/(-q), Interpret quotients of rational numbers by describing real-world contexts.    Apply properties of operations as strategies to multiply and divide rational numbers.   Volume 1 pp				Volume 2 pp						
numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as c1-(1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p'q) = (-p')q = p'/(-q). Interpret quotients of rational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 433 Guided Exploration volume 1 pp 457 Guided Exploration  Volume 1 pp 539 Guided Exploration  Volume 2 pp 539 Guided Exploration  Volume 1 pp 75. Solve real-world and mathematical problems involving the four operations.				543 Guided Exploration						
7.NS.2.a operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(*p' q) = (-*p')(q = *p' -q - 1). Interpret quotients of rational numbers by describing real-world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Volume 1 pp 438 Summarize & Apply  volume 1 pp 433 Guided Exploration Volume 1 pp 433 Guided Exploration Volume 1 pp 433 Guided Exploration Volume 2 pp 539 Guided Exploration Solve real-world and mathematical problems involving the four operations volume 1 pp			Understand that multiplication is extended from fractions to rational	Volume 1 pp						
3 (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(*p' q  = (-p') q = p'/(-q) . Interpret quotients of rational numbers by describing real- world contexts.  4 Apply properties of operations as strategies to multiply and divide rational numbers.  4 Apply properties of operations as strategies to multiply and divide rational numbers.  5 Apply properties of operations as strategies to multiply and divide rational numbers.  6 Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0 so or eventually repeats.  7 NS.2.d Solve real-world and mathematical problems involving the four operations.  8 Volume 1 pp 9 457 Guided Exploration 9 Volume 2 pp 9 539 Guided Exploration 9 Volume 2 pp 9 539 Guided Exploration 9 Volume 1 pp 9 Volume 1 pp 9 Volume 2 pp 9 Volume 1 pp			numbers by requiring that operations continue to satisfy the properties of	444 Summarize & Apply						
as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p'/q) = p'/(-q) = n. Interpret quotients of rational numbers by describing real- world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply divided Exploration Volume 1 pp 443 Guided Exploration Volume 1 pp 457 Guided Exploration  Volume 2 pp 539 Guided Exploration  Volume 2 pp 539 Guided Exploration  Volume 2 pp 539 Guided Exploration  Volume 1 pp Volume 2 pp 539 Guided Exploration  Volume 2 pp 539 Guided Exploration	7	7 NS 2 2	operations, particularly the distributive property, leading to products such							
Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real- world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 433 Guided Exploration Volume 1 pp 457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  Solve real-world and mathematical problems involving the four operations Volume 1 pp	'	7.143.2.0								
2ero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(*p/q) = (-*p/q = *p/(-q). Interpret quotients of rational numbers by describing real- world contexts.  458 Summarize & Apply  7.NS.2.c  Apply properties of operations as strategies to multiply and divide rational numbers.  Volume 1 pp 443 Guided Exploration Volume 1 pp 457 Guided Exploration  7.NS.2.d  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  39 Guided Exploration  7.NS.3 Solve real-world and mathematical problems involving the four operations Volume 1 pp			products of rational numbers by describing real-world contexts.							
2ero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(*p/q) = (-*p/q = *p/(-q). Interpret quotients of rational numbers by describing real- world contexts.  458 Summarize & Apply  7.NS.2.c  Apply properties of operations as strategies to multiply and divide rational numbers.  Volume 1 pp 443 Guided Exploration Volume 1 pp 457 Guided Exploration  7.NS.2.d  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  39 Guided Exploration  7.NS.3 Solve real-world and mathematical problems involving the four operations Volume 1 pp										
8 7.NS.2.b number. If p and q are integers, then –(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real- world contexts.  Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 433 Guided Exploration volume 1 pp 457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  This is a solve real-world and mathematical problems involving the four operations volume 1 pp 539 Guided Exploration				1 '''						
quotients of rational numbers by describing real- world contexts.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 433 Guided Exploration volume 1 pp 457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  The strategies to multiply and divide rational volume 1 pp 457 Guided Exploration  Volume 1 pp 457 Guided Exploration  Volume 2 pp 539 Guided Exploration  Solve real-world and mathematical problems involving the four operations volume 1 pp		l		458 Summarize & Apply						
Apply properties of operations as strategies to multiply and divide rational numbers.  Apply properties of operations as strategies to multiply and divide rational volume 1 pp 443 Guided Exploration Volume 1 pp 457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  The strategies to multiply and divide rational volume 1 pp 458 Guided Exploration  Solume 2 pp 539 Guided Exploration  Solve real-world and mathematical problems involving the four operations volume 1 pp	8	7.NS.2.b								
9 7.NS.2.c numbers. 443 Guided Exploration Volume 1 pp 457 Guided Exploration  10 7.NS.2.d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. 539 Guided Exploration			quotients of rational numbers by describing real- world contexts.							
9 7.NS.2.c numbers. 443 Guided Exploration Volume 1 pp 457 Guided Exploration  10 7.NS.2.d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. 539 Guided Exploration			Apply proportion of aparations as strategies to multiply and divide retional	Volume 1 nn						
Volume 1 pp 457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  7.NS.2.d decimal form of a rational number terminates in 0s or eventually repeats.  Solve real-world and mathematical problems involving the four operations volume 1 pp										
457 Guided Exploration  Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  7.NS.2.d Solve real-world and mathematical problems involving the four operations Volume 1 pp	9	7.NS.2.c	mumbers.							
Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  Solve real-world and mathematical problems involving the four operations Volume 1 pp										
10 7.NS.2.d decimal form of a rational number terminates in 0s or eventually repeats. 539 Guided Exploration  11 7.NS.3 Solve real-world and mathematical problems involving the four operations Volume 1 pp			Convert a rational number to a decimal using long division: know that the	·						
11 7.NS 3 Solve real-world and mathematical problems involving the four operations Volume 1 pp	10	7.NS.2.d								
			Solve real-world and mathematical problems involving the four operations	Volume 1 pp						
with rational numbers. 468 Activity-Based Exploration	111	7.NS.3	with rational numbers.	468 Activity-Based Exploration						

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the Teacher Edition (teacher-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. If necessary, you may enter multiple, targeted citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

	o NOTE: You may not use a citation more than once across ALL sections of the rubric.									
Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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	
	8.NS - The Nur									
Cluster:	Know that the	re are numbers that are not rational, and approximate them by rational n								
12	8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Volume 2 pp 558 Summarize Volume 2 pp 567 Guided Exploration							
13	8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	Volume 2 pp 571 Guided Exploration 572 Summarize & Apply Volume 2 pp 585 Guided Exploration 586 Summarize & Apply							
		ons and Equations								
Cluster:	Work with rad	icals and integer exponents.								
14	8.EE.1 8.EE.2	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-3} = 3^{-3} = 1/3^3 = 1/27$ .  Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that V2 is irrational.	Volume 2 pp 599 Guided Exploration 600 Summarize & Apply Volume 2 pp 609 Guided Exploration 613 Guided Exploration 614 Summarize & Apply Volume 2 pp 623 Guided Exploration 627 Guided Exploration 627 Guided Exploration 628 Summarize & Apply Volume 2 pp 417 Guided Exploration 421 Guided Exploration 421 Guided Exploration 421 Guided Exploration 422 Summarize & Apply Volume 2 pp							
		Use numbers expressed in the form of a single digit times an integer	473 Guided Exploration 477 Guided Exploration 478 Summarize & Apply Volume 2 pp							
16	8.EE.3		639 Guided Exploration 643 Guided Exploration 644 Summarize & Apply							
17	8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Volume 2 pp 653 Guided Exploration 657 Guided Exploration 658 Summarize & Apply							
		nd Proportional Relationships								

Cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems.

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

#### o NOTE: You may not use a citation more than once across ALL sections of the rubric.

		o NOTE: You may not use a citation more than once across ALL sections of the rubric.								
Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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	
18	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	Volume 1 pp 111 Guided Exploration 112 Summarize & Apply							
19	7.RP.2	Recognize and represent proportional relationships between quantities.	Volume 1 pp 107 Guided Exploration Volume 1 pp 125 Guided Exploration Volume 1 pp 135 Guided Exploration Volume 1 pp 153 Guided Exploration Volume 1 pp 169 Guided Exploration							
20	7.RP.2.a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Volume 1 pp 121 Guided Exploration Volume 1 pp 139 Guided Exploration							
21	7.RP.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Volume 1 pp 126 Summarize & Apply Volume 1 pp 140 Summarize & Apply Volume 1 pp 149 Guided Exploration							
22	7.RP.2.c	Represent proportional relationships by equations. For example, if total cost it is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	Volume 1 pp 154 Summarize & Apply Volume 1 pp 213 Guided Exploration							
23	7.RP.2.d	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	Volume 1 pp 138 Elicit Evidence of Student Thinking							
24	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Volume 1 pp 165 Guided Exploration Volume 1 pp 199 Guided Exploration 203 Guided Exploration 204 Summarize & Apply Volume 1 pp 217 Guided Exploration Volume 1 pp 229 Guided Exploration Volume 1 pp 243 Guided Exploration Volume 1 pp 243 Guided Exploration Volume 1 pp 261 Guided Exploration Volume 1 pp 261 Guided Exploration Volume 1 pp 271 Guided Exploration							

DOMAIN: 7.EE - Expressions and Equations

Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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
25	7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Volume 1 pp 643 Guided Exploration 644 Summarize & Apply Volume 1 pp 653 Guided Exploration Volume 1 pp 667 Guided Exploration Volume 1 pp 681 Guided Exploration 686 Guided Exploration						
26	7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	Volume 1 pp 639 Guided Exploration Volume 1 pp 657 Guided Exploration 658 Summarize & Apply Volume 1 pp 671 Guided Exploration 672 Summarize & Apply Volume 1 pp 685 Guided Exploration						
Cluster:	Solve real-life a	and mathematical problems using numerical and algebraic expressions an			I		ı	I	
27	7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1_{70}^{\prime}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9.74$ , inches long in the center of a door that is $27.12$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Volume 1 pp 233 Guided Exploration Volume 1 pp 247 Guided Exploration						

Cluster: Use random sampling to draw inferences about a population.

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

			NOTE: You may not use a citation	i more ui					
Criteria	Standard	F.10 Grade 7 Accelerated Traditional Math Standards Review	Publisher/Provider Citation from	Score	If Scored D: Reviewer's Evidence	Reviewer Citation from Student	Score	Required: Reviewer's Evidence	Comments, other citations, notes
#	J. Landara		Teacher Edition		for Publisher Citation	Edition/Workbook			,
		Use variables to represent quantities in a real-world or mathematical	Volume 2 pp						
		problem, and construct simple equations and inequalities to solve	024 Summarize						
		problems by reasoning about the quantities.	Volume 2 pp						
			037 Guided Exploration						
20			Volume 2 pp						
28	7.EE.4		081 On the Trail						
			Volume 2 pp						
			095 Guided Exploration						
			Volume 2 pp						
			110 Summarize & Apply						
		Solve word problems leading to equations of the form $px + q = r$ and $p(x)$	Volume 2 pp						
		+q) = $r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations	023 Guided Exploration						
		of these forms fluently. Compare an algebraic solution to an arithmetic	Volume 2 pp						
29	7.EE.4.a	solution, identifying the sequence of the operations used in each	038 Summarize & Apply						
		approach. For example, the perimeter of a rectangle is 54 cm. Its length is	038 Summarize & Apply						
$\overline{}$		6 cm. What is its width?  Solve word problems leading to inequalities of the form px + q > r or px + q	Valuma 2 mm						
		< r, where p, q, and r are specific rational numbers. Graph the solution set							
20	7.55.4.5	of the inequality and interpret it in the context of the problem. For	Volume 2 pp						
30	7.EE.4.b	example: As a salesperson, you are paid \$50 per week plus \$3 per sale.	091 Guided Exploration						
		This week you want your pay to be at least \$100. Write an inequality for	Volume 2 pp						
		the number of sales you need to make, and describe the solutions.	105 Guided Exploration						
		ons and Equations							
Cluster:	Understand th	e connections between proportional relationships, line, and linear equation							
		Graph proportional relationships, interpreting the unit rate as the slope of	111						
		the graph. Compare two different proportional relationships represented	139 Guided Exploration						
31	8.EE.5	in different ways. For example, compare a distance-time graph to a	143 Guided Exploration						
"-	O.LL.S	distance-time equation to determine which of two moving objects has	Volume 2 pp						
		greater speed.	153 Guided Exploration						
			158 Summarize & Apply						
		Use similar triangles to explain why the slope $m$ is the same between any	Volume 2 pp						
		two distinct points on a non-vertical line in the coordinate plane; derive	167 Guided Exploration						
		the equation $y = mx$ for a line through the origin and the equation $y = mx$	172 Summarize						
32	8.EE.6	+ b for a line intercepting the vertical axis at b.	Volume 2 pp						
			181 Guided Exploration						
			185 Guided Exploration						
			186 Summarize						
Cluster:	Analyze and so	olve linear equations and pairs of simultaneous linear equations.							
33	8.EE.7	Solve linear equations in one variable.	Volume 2 pp						
33	0.EE./		054 Summarize						
		Give examples of linear equations in one variable with one solution,	Volume 2 pp						
		infinitely many solutions, or no solutions. Show which of these possibilities	063 Guided Exploration						
34	8.EE.7.a	is the case by successively transforming the given equation into simpler	067 Guided Exploration						
		forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$	068 Summarize & Apply						
		results (where a and b are different numbers).	1						
		Solve linear equations with rational number coefficients, including	Volume 2 pp						
35	8.EE.7.b	equations whose solutions require expanding expressions using the	049 Guided Exploration						
		distributive property and collecting like terms.							
DOMAIN:	7.SP - Statistic	s and Probability							•
				_					

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

			NOTE: You may not use a citation	i more ui	un once across ALL sections of	the rubric.			
Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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
36	7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only gift he sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Volume 1 pp 305 Guided Exploration 310 Summarize & Apply Volume 1 pp 319 Guided Exploration 323 Guided Exploration 324 Summarize & Apply						
37	7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Volume 1 pp 333 Guided Exploration 337 Guided Exploration 338 Summarize & Apply Volume 1 pp 347 Guided Exploration 351 Guided Exploration 352 Summarize & Apply						
Cluster:	Draw informal	comparative inferences about two populations.	<u> </u>		<u> </u>	<u> </u>		<b>'</b>	
38	7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Volume 1 pp 361 Guided Exploration						
39	7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Volume 1 pp 365 Guided Exploration 366 Summarize & Apply						
Cluster:	Investigate cha	nce processes and develop, use, and evaluate probability models.							
40	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Volume 2 pp 219 Guided Exploration 223 Guided Exploration 224 Summarize & Apply Volume 2 pp 254 Summarize & Apply						
41	7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Volume 2 pp 235 Guided Exploration Volume 2 pp 268 Guided Exploration						
42	7.SP.7	Develop a probability model and use it to find probabilities of events.  Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Volume 2 pp 240 Summarize & Apply Volume 2 pp 249 Guided Exploration Volume 2 pp 263 Guided Exploration 267 Guided Exploration						

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)**. The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

				1			1		
Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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
43	7.SP.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Volume 2 pp 253 Guided Exploration						
44	7.SP.7.b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Volume 2 pp 239 Guided Exploration						
45	7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Volume 2 pp 277 Guided Exploration Volume 2 pp 291 Guided Exploration						
46	7.SP.8.a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Volume 2 pp 281 Guided Exploration						
47	7.SP.8.b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Volume 2 pp 282 Summarize & Apply						
48	7.SP.8.c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Volume 2 pp 295 Guided Exploration 296 Summarize & Apply						
DOMAIN:	7.G - Geometi		'	<u> </u>			<u> </u>	<u> </u>	
		ct, and describe geometrical figures and describe the relationships betwee	n them.						
49	7.G.1	Solve problems involving scale drawings of geometric figures, including	Volume 1 pp 605 Guided Exploration 609 Guided Exploration 610 Summarize & Apply						
50	7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Volume 2 pp 325 Guided Exploration 329 Guided Exploration 330 Summarize & Apply						
51	7.G.3	Describe the two-dimensional figures that result from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Volume 2 pp 403 Guided Exploration						
Cluster:	Solve real-life	and mathematical problems involving angle measure, area, surface area, a	nd volume.						
52	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Volume 2 pp 445 Guided Exploration 449 Guided Exploration 450 Summarize & Apply Volume 2 pp 459 Guided Exploration 463 Guided Exploration 464 Summarize & Apply						

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

	o NOTE: You may not use a citation more than once across ALL sections of the rubric.								
Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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
53	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Volume 2 pp 339 Guided Exploration 343 Guided Exploration 344 Summarize & Apply						
54	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Volume 2 pp 407 Guided Exploration Volume 2 pp 431 Guided Exploration 435 Guided Exploration 436 Summarize & Apply						
	8.G - Geometi								
Cluster:	Understand co	ngruence and similarity using physical models, transparencies, or geomet	ry software.						
55	8.G.1	Verify experimentally the properties of rotations, reflections, and translations:	Volume 1 pp 504 Activity-Based Exploration Volume 1 pp 518 Activity-Based Exploration Volume 1 pp 532 Activity-Based Exploration						
56	8.G.1.a	Lines are taken to lines, and line segments to line segments of the same length.	Volume 1 pp 505 Guided Exploration						
57	8.G.1.b	Angles are taken to angles of the same measure.	Volume 1 pp 524 Summarize Volume 1 pp 538 Summarize						
58	8.G.1.c	Parallel lines are taken to parallel lines.	Volume 1 pp 566 Summarize						
59	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Volume 1 pp 547 Guided Exploration 551 Guided Exploration 552 Summarize & Apply						
60	8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Volume 1 pp 509 Guided Exploration Volume 1 pp 523 Guided Exploration Volume 1 pp 537 Guided Exploration Volume 1 pp 565 Guided Exploration						
61	8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Volume 1 pp 577 Guided Exploration 581 Guided Exploration 582 Summarize & Apply						

#### PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.
  - o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary**, you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.
  - o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

Criteria #	Standard	F.10 Grade 7 Accelerated Traditional Math 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
62	8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangles os that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	Volume 1 pp 591 Guided Exploration 595 Guided Exploration 596 Summarize & Apply						
Cluster:	Solve real-wor	d and mathematical problems involving volume of cylinders, cones, and s							
63	8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Volume 2 pp 487 Guided Exploration 491 Guided Exploration 492 Summarize & Apply Volume 2 pp 501 Guided Exploration 505 Guided Exploration 506 Summarize & Apply						

Stan	dards for Mathematical Practice (SMPs)	Reviewer TrackingOccurrences 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 PUBLISHERS/PROVIDERS: • The Math 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". Required: Reviewer's Evidence from Material Criteria Include where you found the evidence in the material and what **Grades K-12 Math Content Criteria** Score Comments, citations, notes # evidence you found that supports your score. 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). Conceptual Understanding: Materials support the intentional development of students' 1 conceptual understanding of key mathematical concepts. Procedural Skill and Fluency: Materials support intentional opportunities for students to 2 develop procedural skills and fluencies in alignment with what is called for in the grade-level standards. 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). 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. SMPs 1 and 6 Materials support the intentional development of making sense of problems and attending to precision as required 5 by the mathematical practice standards 1 and 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. SMPs 4 and 5 Materials support the intentional development of modeling 7 and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5. 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. 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. 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). 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. 11 Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.

## Section 2: Math Content Review

### PUBLISHERS/PROVIDERS:

- The Math 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 #	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
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 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". Required: Reviewer's Evidence from Material Criteria **All Content Criteria Review** Score Include where you found the evidence in the material and what Comments, citations, notes # evidence you found that supports your score **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. Instructional materials address the full content contained in the standards for all students by grade level. Instructional materials support students to show mastery 2 of each standard. Instructional materials require students to engage at a level 3 of maturity appropriate to the grade level under review. 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. The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills 5 and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations. Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives. Within each lesson of the instructional materials, there are 7 clear, measurable language objectives tied directly to the content objectives. Instructional materials provide focused resources to 8 support students' acquisition of both general academic vocabulary and content-specific vocabulary. The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject. Instructional materials incorporate features that aid 10 students and teachers in making meaning of the text. 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. 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 12 the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. Instructional materials support teachers with instructional 13 strategies to help guide students' academic development. Instructional materials include a teacher edition/ teacherfacing material with useful annotations and suggestions on how to present the content in the student edition/student-14 facing material and in the supporting material. Instructional materials integrate opportunities for digital

## **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.

learning, including interactive digital components.

## 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".

50051	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.					
	REA 5: EXTENSIVE SUPPORT onal materials give all students extensive opportunities and	support to	avalara kay cancants			
mstructio		support to	explore key concepts.			
21	Instructional materials can be customized or adapted to meet the needs of different student populations.  Instructional materials provide differentiated strategies					
22	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 A	REA 6: CULTURAL AND LINGUISTIC PERSPECTIVES					
Instruction	onal materials represent a variety of cultural and linguistic p	erspective	5.			
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.					

## 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
30	Instructional materials include tools and resources that			
30	demonstrate multiple perspectives in a specific concept.			
	Instructional materials engage students in critical reflection			
31	about their own lives and societies, including cultures past			
	and present in New Mexico.			
	Instructional materials address multiple ethnic			
32	descriptions, interpretations, or perspectives of events and			
	experiences.			