NEW MEXICO
Public Education Department

F.25 - High School Probability and Statistics

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	9-12
Title of Student Edition:	Elementary Statistics High School Edition, Student Print & Digital Bundle Plus ALEKS, 6-year	Student Edition ISBN:	9781264632428
Title of Teacher Edition:	Elementary Statistics High School Edition 1e 2024 Teacher Manual	Teacher Edition ISBN:	9781266731112
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:

• 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 C--Note on the math plus (+) standards:*** *The standards highlighted in yellow and denoted with a (+) in front of them do not require a publisher citation. If this set of instructional materials addresses the (+) standards, please provide citations for them. If this set of instructional materials does not address the (+) standards, your score will not be impacted. Materials that meet the (+) standards at a high level may receive special recognition.*
- 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.25 High School Probability and Statistics 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.S-ID - Interpreting Categorical and Quantitative Data									
Cluster:	**Summarize, represent, and interpret data on a single count or measurement variable.**								
1	**S.ID.1**	Represent data with plots on the real number line (dot plots, histograms, and box plots).	All page numbers are from Bluman SE. The TM is a solutions manual. Histograms: pp. 64 Learn, Example 1 Dot plots: pp. 92 Learn, Example 5 Box plots: pp. 182 Learn						
2	**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.	Compare Means: p. 136 Example 1, Statistics Around Us Compare Standard Deviation: p. 142 Example 5 Compare Medians and Interquartile Range: p. 186 Example 2 (Step 4)						
3	**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).	Differences in Shape: p. 132 Learn Differences in Center: p. 127 Learn, Example 11 Differences in Spread: p. 137 first paragraph Outliers and Spread: p. 173 Learn						
4	**S.ID.4**	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Spradsheets/Tables: p. 381 Example 1 Calculators: p. 397 TI-Example 1 Recognizing if not appropriate: p. 389 Determining Normality						
Cluster:	**Summarize, represent, and interpret data on two categorical and quantitative variables.**								
5	**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.	pp. 248 Example 11 (Part c Alternative solution and Part d Step 2)						
6	**S.ID.6**	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	pp. 668 Learn (continued), Example 1						
7	**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.*	Linear: p. 693 Learn Quadratic: p. 695 Example 4 Exponential: p. 697 Example 5						

Section 1: Standards Review -- Math Content Standards

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 C--Note on the math plus (+) standards:*** *The standards highlighted in yellow and denoted with a (+) in front of them do not require a publisher citation. If this set of instructional materials addresses the (+) standards, please provide citations for them. If this set of instructional materials does not address the (+) standards, your score will not be impacted. Materials that meet the (+) standards at a high level may receive special recognition.*
- 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.25 High School Probability and Statistics 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	**S.ID.6.b**	Informally assess the fit of a function by plotting and analyzing residuals.	Plotting: pp. 712 Example 2 Analyzing: p. 714 Paragraph text and Example 3						
9	**S.ID.6.c**	Fit a linear function for a scatter plot that suggests a linear association.	p. 691-692 Example 1						
Cluster:	**Interpret linear models.**								
10	**S.ID.7**	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	p. 695 second paragraph p. 701 Applying the Concepts 10-2 #2						
11	**S.ID.8**	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Compute using Technology: p. 708 TI-Example 4 (last paragraph) Interpret: p. 672 second and last paragraphs, Figure 10-5, p. 673 Figure 10-6, p. 678 Example 6 (Step 3)						
12	**S.ID.9**	Distinguish between correlation and causation.	p. 684 Blue box						
DOMAIN: HS.S-IC - Making Inferences and Justifying Conclusions									
Cluster:	**Understand and evaluate random processes underlying statistical experiments.**								
13	**S.IC.1**	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	pp. 746-747 Learn: Samples and Types of Bias						
14	**S.IC.2**	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*	p. 765 Simulation Techniques and the Monte Carlo Method, Learn: The Monte Carlo Method						
Cluster:	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**								
15	**S.IC.3**	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Observational Studies: p. 28 Learn Experimental Studies: p. 29 Learn: Experimental Study Randomization: p. 747 Learn, p. 757 Learn (continued) Surveys: p. 761 Learn: Surveys, Learn: Common Mistakes When Writing Questions						
16	**S.IC.4**	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Estimate Population Mean: p. 436 Example 1 Estimate Population Proportion: pp. 456-457 Learn, Example 2						
17	**S.IC.5**	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	p. 584 Learn p. 589 Learn, Example 3						

Section 1: Standards Review -- Math Content Standards

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.

- ***Column C--Note on the math plus (+) standards:*** *The standards highlighted in yellow and denoted with a (+) in front of them do not require a publisher citation. If this set of instructional materials addresses the (+) standards, please provide citations for them. If this set of instructional materials does not address the (+) standards, your score will not be impacted. Materials that meet the (+) standards at a high level may receive special recognition.*
- 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.
- 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 more than once across ALL sections of the rubric.

Criteria #	Standard	F.25 High School Probability and Statistics 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	**S.IC.6**	Evaluate reports based on data.	p. 37 #18 p. 566 #1-5 p. 764 #19-20						
DOMAIN: HS.S-CP - Conditional Probability and the Rules of Probability									
Cluster:	**Understand independence and conditional probability and use them to interpret data.**								
19	**S.CP.1**	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Set of Outcomes: p. 202 Learn Complement: pp. 212 Learn, Example 10 "Or": pp. 227 Example 4 Unions, Intersections: p. 228 Historical Note						
20	**S.CP.2**	Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	p. 235 Learn p. 254 Exercises #21, 23						
21	**S.CP.3**	Understand the conditional probability of *A* given *B* as *P* (*A* and *B*)/P(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A* , and the conditional probability of *B* given *A* is the same as the probability of *B* .	pp. 244-245 Learn p. 254 Exercise #22						
22	**S.CP.4**	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	p. 247 Example 11 (Parts a, b) p. 252 Applying the Concepts 4-3 #6-7 p. 254 Exercise #13						
23	**S.CP.5**	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*	p. 237 Example 3 (Step 2) p. 238 Example 4 (Step 2)						
Cluster:	**Use the rules of probability to compute probabilities of compound events in a uniform probability model.**								
24	**S,CP.6**	Find the conditional probability of *A* given *B* as the fraction of *B* 's outcomes that also belong to *A* , and interpret the answer in terms of the model.	pp. 246 Examples 9-10 pp. 253 Exercises #5-6, 9, 11-12						
25	**S.CP.7**	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	p. 227 Learn p. 253 Exercise #8						
26	**S.CP.8**	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	p. 239 Learn, Example 5						

Section 1: Standards Review -- Math Content Standards

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 C--Note on the math plus (+) standards:*** *The standards highlighted in yellow and denoted with a (+) in front of them do not require a publisher citation. If this set of instructional materials addresses the (+) standards, please provide citations for them. If this set of instructional materials does not address the (+) standards, your score will not be impacted. Materials that meet the (+) standards at a high level may receive special recognition.*
- 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.25 High School Probability and Statistics 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
27	**S.CP.9**	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Permutations: p. 262 Examples 7-8 Combinations: p. 273 Example 3						
DOMAIN: HS.S-MD - Using Probability to Make Decisions									
Cluster: Calculate expected values and use them to solve problems.									
28	**S.MD.1**	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Random Variable: p. 288 Learn Graph: pp. 290-291 Example 2						
29	**S.MD.2**	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	p. 299 Example 1 p. 305 Learn p. 310 Exercises #10-14						
30	**S.MD.3**	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*	Develop Probability Distribution: p. 290 Example 1 Expected Value: p. 306 Example 8, p. 772-773 Example 5						
31	**S.MD.4**	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*	p. 310 Exercises #1-5 p. 318 Example 4, Statistics Around Us						
Cluster: Use probability to evaluate outcomes of decisions.									
32	**S.MD.5**	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	Digital: Critical Thinking Challenges: Chapter 5, Question #2 (clickpath: Browse This Course>Chapter 5: Discrete Probability Distributions>Chapter Assignments>Critical Thinking Challenges: Chapter 5>Start Assignment>Question 1 of 3)						

Section 1: Standards Review -- Math Content Standards

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 C--Note on the math plus (+) standards:*** *The standards highlighted in yellow and denoted with a (+) in front of them do not require a publisher citation. If this set of instructional materials addresses the (+) standards, please provide citations for them. If this set of instructional materials does not address the (+) standards, your score will not be impacted. Materials that meet the (+) standards at a high level may receive special recognition.*
- 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.25 High School Probability and Statistics 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
33	**S.MD.5.a**	Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast- food restaurant.*	p. 306-307 Example 9 p. 310 Exercises #7-8 Digital: Critical Thinking Challenges: Chapter 5, Question #3 (clickpath: Browse This Course>Chapter 5: Discrete Probability Distributions>Chapter Assignments>Critical Thinking Challenges: Chapter 5>Start Assignment>Question 3 of 3)						
34	**S.MD.5.b**	Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*	p. 307-308 Example 10, last paragraph on p. 308 p. 310 Exercise #9						
35	**S.MD.6**	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	p. 293-294 Speaking of Statistics: Coins, Births and Other Random Events						
36	**S.MD.7**	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	p. 220 Applying the Concepts 4-1 p. 309 Applying the Concepts 5-2 Digital: Critical Thinking Challenges: Chapter 4, Question #1 (clickpath: Browse This Course>Chapter 4: Probability and Counting Rules>Chapter Assignments>Critical Thinking Challenges: Chapter 4>Start Assignment)						

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

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
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).**				

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
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

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
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 2024: NM STEM Ready Science Standards)*			
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.			

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 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.			