2014 MATHEMATICS ADOPTION REPORT

California Department of Education

Sacramento, 2014

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Preface

The 2014 Mathematics Adoption is a critical step in the implementation of the *California Common Core State Standards for Mathematics* and will help ensure that California students emerge from school prepared for college and twenty-first century careers.

This report recounts the events and activities that constituted the 2014 Mathematics Adoption and provides individual program descriptions and adoption actions. The principal work of curriculum framework development and instructional materials evaluation was performed under the auspices of the Instructional Quality Commission, with approval by the State Board of Education, and involved panels of reviewers that included classroom teachers, administrators, parents, and university professors. We are most grateful for the many hours of dedicated service provided by the Commissioners and panel members, all of whom generously volunteered their valuable time and expertise for the adoption.

To ensure that tomorrow's leaders are equipped to compete in our global economy and are able to make connections between mathematics and everyday life, California needs to educate all students in mathematics at levels consistent with their counterparts throughout the world. The mathematics adoption supports this goal by providing districts with choices of high-quality mathematics instructional materials.

TOM TORLAKSON
State Superintendent of Public Instruction

MICHAEL KIRST
President, State Board of Education

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Introduction

In 2010, the Council of Chief State School Officers and the National Governors Association Center for Best Practices released the Common Core State Standards (CCSS) in mathematics and language arts. The SBE adopted the CCSS with California additions on August 2, 2010. California has committed to implementing the CCSS, and is currently part of a multistate assessment consortium that plans on having CCSS-based assessments in place by the 2014–15 school year.

When the CCSS was adopted, the SBE was under a moratorium on curriculum framework development and instructional materials adoptions that was put in place in 2009 through the passage of *Assembly Bill* X4 2. That bill added Section 60200.7 to the *Education Code* (*EC*), which suspended all SBE actions related to those activities until July 1, 2013. That suspension was extended for two more years by Senate Bill 70, signed in March 2011.

Legislation was passed in the 2011 session (AB 250) that allowed an exception to the suspension for the development of frameworks that are aligned to the CCSS. Subsequently in 2012, AB 1246 was passed that allowed the SBE to complete a full adoption of mathematics instructional materials for kindergarten through grade eight (K–8) aligned to the CCSS. That adoption was conducted on an accelerated timeline.

When the adoption process was initiated, the update of the *Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve* was in the process of a major update. The timeline called for in AB 1246 meant that the adoption would be conducted before the framework was finished, but the SBE-appointed Curriculum Framework and Evaluation Criteria Committee (CFCC) was able to complete draft criteria for evaluating instructional materials during its regular course of meetings in late 2012. The criteria were adopted by the SBE on January 16, 2013 (see Appendix A). At that same meeting, the SBE made minor updates to the CCSS, primarily to the California additions that it had previously adopted in August 2010.

The criteria serve as the evaluation instrument for determining whether instructional materials align to the content standards and the other requirements of the SBE. The criteria require that instructional materials be submitted in one of three program types: Basic grade-level, Algebra 1, and (Integrated) Mathematics 1. All three types are stand-alone programs; supplemental instructional materials were not reviewed as part of this adoption.

The criteria are divided into six categories. These categories apply to all three types of programs.

1. **Mathematics Content/Alignment with the Standards**. Content as specified in the CCSS for Mathematics with California additions, including the Standards for Mathematical Practices, and sequence and organization of the mathematics program that provide structure for what students should learn at each grade level.
2. **Program organization**. Instructional materials support instruction and learning of the standards and include such features as lists of the standards, chapter overviews, and glossaries.
3. **Assessment**. The strategies presented in the instructional materials for measuring what students know and are able to do.

4. **Universal access**. Access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

5. **Instructional Planning**. Information and materials that contain a clear road map for teachers to follow when planning instruction.

6. **Teacher Support**. Materials designed to help teachers provide effective standards-based mathematics instruction.

Materials that fail to meet the criteria for mathematics content/alignment with the standards were not considered satisfactory for adoption. Only those programs that meet all criteria in category 1 and that have strengths in each of categories 2 through 6 were considered eligible for adoption.

Standards and evaluation criteria maps for the three program types were developed by the CDE to help publishers identify where their instructional materials were aligned with the content standards and the evaluation criteria. Publishers completed the maps and submitted them with their programs. The SBE appointed CREs and IMRs who used the maps to evaluate a program's alignment with the content standards and evaluation criteria.

Adoption Process

ADOPTION TIMELINE

The SBE adopted the timeline for the 2014 Mathematics Adoption on January 16, 2013. As noted above, this adoption was conducted on an accelerated timeline to meet the requirements of AB 1246 and respond to the demand in the field for new instructional materials aligned to the CCSS. Events that take two years to complete in a typical adoption of this scale were compressed into approximately one calendar year. The last adoption for mathematics instructional materials took place in 2007.

PUBLISHERS INVITATION TO SUBMIT MEETING

A Publishers Invitation to Submit (ITS) meeting was held on January 28, 2013. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K–8 instructional materials for the 2014 Mathematics Adoption. Each publisher received a digital copy of the *Publishers Invitation to Submit: 2014 Mathematics Adoption*, a document that contains all of the information necessary for a publisher to know how to effectively participate in the adoption process. Technical information was provided at the meeting, including an outline of the schedule of

significant events, the publisher's responsibilities for participating in the adoption, a review of the adoption process, an overview of the content standards and the evaluation criteria, and the logistics of the submission process.

PUBLISHER FEES

Pursuant to AB 1246, this adoption was financed through fees paid by participating publishers. The amount of the fee was set in emergency regulations adopted by the SBE at its meeting on January 16, 2013. Based upon CDE estimates of costs necessary to conduct the adoption, the fee was set at $5,000 per program per grade level submitted.

The legislation also included the provision that, upon the request of a small publisher or small manufacturer, the SBE may reduce the fee for participation in the adoption. *EC* Section 60209(e)(2) states that a "small publisher" and "small manufacturer" mean an independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars ($10,000,000) or less over the previous three years. A total of four publishers requested and received reduced fees at the SBE meetings on March 13, 2013, and May 8, 2013; three of those publishers went on to participate in the adoption.

REVIEWER APPOINTMENT AND TRAINING

The SBE approved the application for IMRs and CREs at its meeting on January 16, 2013. Based on the recommendations of the IQC, the SBE appointed a total of 11 CREs and 110 IMRs at its meeting on May 8, 2013, to evaluate submitted mathematics programs. A total of 36 mathematics programs were submitted by the submission deadline of May 15, 2013 (24 basic grade-level programs, 11 Algebra 1 programs, and 1 Mathematics 1 program); one of the basic programs was withdrawn before the deadline for payment of the participation fee. The CREs and IMRs were divided into 12 review panels that each were assigned between two and four programs to review.

The IMRs included classroom teachers, district coordinators, and administrators with experience in the field of mathematics. The CREs possessed a doctorate degree in mathematics or a related field.

CFIRD staff assisted the IQC in its training of reviewers on June 18–21, 2013, to prepare them for the 2014 Mathematics Adoption review and subsequent deliberations. The training materials were reviewed and approved by the IQC at its meeting on March 21–22, 2013, and by the SBE at its meeting on May 8, 2013. The training included sessions on the evaluation criteria, social content requirements, and the adoption process. Publishers made formal presentations on their programs on the final day of the training and answered reviewer questions.

The training was conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the training. Each day, at a pre-determined time, the training was paused to provide an opportunity for public comment.

IMR/CRE REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

After the conclusion of the training, the IMRs and CREs received complete sets of instructional materials that they were assigned to review and evaluate according to the evaluation criteria. IQC members had the option of receiving sets of all submitted programs, selected programs, or just student and teacher editions. Panels were assigned to review either basic grade-level or Algebra 1/Mathematics 1 programs. The IMRs and CREs conducted their independent reviews of the mathematics instructional materials during July through early September.

The IMRs and CREs met in their assigned review panels in Sacramento for deliberations held on September 10–14, 2013. The IMRs and CREs discussed their individual notes and citations they had developed while performing their independent reviews. A member of the IQC or another facilitator approved by the SBE was assigned to facilitate each panel. CFIRD staff provided support to the panels. During deliberations, publishers were provided a formal publisher response time to address three to five questions on each of their respective programs posed by the panel members. Publishers received these questions in advance and could provide written as well as verbal responses.

The IMRs and CREs worked collaboratively during deliberations to produce a *Report of Findings* for each program. The reports include findings for each category of the criteria and citations that are exemplary (not exhaustive) to support those findings.

Of the 35 submitted programs, 30 programs were recommended by the IMR/CRE panels for adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include complete revision or rewriting of chapters or programs, or adding new content to a program. Changes such as this are not allowed during the adoption process from publishers and members of the public (*California Code of Regulations, Title* 5 *[Education]* (5 *CCR*), sections 9510(h) and (r), and 9519(f) through (g)). The review panels also provided citations for social content violations when those were found in the programs.

Deliberations were conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the panel deliberations. At least twice each day, the deliberations process included an opportunity for public comment.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning July 5, 2013, at 14 Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). In addition, publishers were required to submit a URL indicating where copies of student materials were available for public access online (5 *CCR* Section 9523(b)) during the adoption process. Pursuant to 5 *CCR* Section 9521, any comments on the submitted instructional materials by August 27, 2013, would have been forwarded to the review panels for their consideration, but no such comments were received. Comments received after that date were forwarded to the IQC and sent to the SBE as well prior to its action on the adoption in January 2014.

The IQC hosted a meeting to take public comment on the 2014 Mathematics Adoption on October 4, 2013, in Sacramento. Several publishers attended and submitted comments to the IQC for consideration. All members of the IQC were not present at that meeting, but all members received copies of those comments.

In addition, prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the Mathematics Subject Matter Committee (SMC) meeting on November 21, 2013, and one during the full IQC meeting on November 22, 2013. Public comment was received by the IQC both in writing and in testimony at the public hearings. All public comments received by the IQC were forwarded to the SBE for its January 2014 agenda item on the 2014 Mathematics Adoption. The SBE held a final public hearing at that meeting prior to taking action on the IQC's recommendations.

INSTRUCTIONAL QUALITY COMMISSION REVIEW AND DELIBERATIONS

On November 21–22, 2013, the members of the IQC considered the recommendations from the IMR/CRE review panels, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of the content standards required for the type of program (basic grade-level, Algebra 1, or Mathematics 1).

On November 21, 2013, the Mathematics SMC held a public hearing and discussed in-depth the IMR/CRE *Report of Findings* for each program. The discussion included the lists of minor edits and corrections included in the report, social content citations, publisher submitted errata (printing errors), and findings from Commissioners' own independent reviews.

After the discussion at the Mathematics SMC level, a roll-call vote was taken on the submissions. The Mathematics SMC placed some programs on a consent list of programs that had been recommended without dissent or critical public comment. The SMC recommended all programs on the consent list with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The

motion was stated in the affirmative in each case. A majority vote from the Mathematics SMC was required for any program to be recommended to the full IQC for adoption.

On November 22, 2013, the full IQC also discussed programs in-depth. Again, some programs were placed on the consent list and all programs on consent were recommended with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The motion was stated in the affirmative in each case. The recommendation for each program was to recommend the program with edits and corrections, social content citations, and approved publisher submitted errata (printing errors). Nine Commissioners were required to vote in the affirmative to recommend any program.

The IQC recommended 31 of the 35 submitted programs for adoption. The IQC recommendations matched the recommendations of the IMR/CRE panels with only one exception; the IQC recommended Triumph Learning's *Common Core Math Curriculum* program for grades six through eight despite that program not being recommended by the IMR/CRE panel that reviewed it. The IQC based this recommendation for Triumph Learning upon public comment made by the publisher wherein they successfully demonstrated organizational features and repaired functional online links. These elements did not add new content to the program but instead enhanced usability and clarity.

STATE BOARD OF EDUCATION ACTION

The IQC's recommendations were presented to the SBE at its meeting on January 15, 2014. The SBE held a public meeting to take testimony on the IQC recommendations and the programs submitted for adoption. After discussion, the SBE acted to adopt all of the Curriculum Commission recommendations, adopting 31 of the 35 programs that were submitted by publishers.

EDITS AND CORRECTIONS MEETINGS

Edits and Corrections meetings were scheduled with individual publishers after the SBE took its final action on the adoption. The process and timeline for edits and corrections meetings are specified in 5 *CCR* Section 9525, titled "Post Adoption Edits and Corrections Procedures." The meetings with publishers addressed the edits and corrections identified in the IMR/CRE *Report of Findings*, approved by the IQC at its November 22, 2013, meeting, and approved by the SBE on January 15, 2014. Publishers whose programs were adopted by the SBE were required to complete all edits and corrections within 60 days of CDE notification of the results of the edits and corrections meetings pursuant to 5 *CCR* Section 9525(e). No programs will be added to the CDE Price List of Adopted Instructional Materials online database until all edits and corrections have been made and verified.

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of *EC* sections 60061 and 60061.5, and the provisions of 5 *CCR*, publishers are required to comply with the "most favored nation" clause. The clause ensures that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. Following SBE action, a bulletin was sent to all adopted publishers including information about the statutory and regulatory requirements related to state-adopted materials. On January 29, 2014, the CDE hosted a conference call for adopted publishers to address any questions about post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other issues.

CHANGES TO INSTRUCTIONAL MATERIALS STATUTES AND FUNDING

The same legislation that authorized the 2014 Mathematics Adoption, AB 1246, also made some significant changes to the rules for state adoptions. Pursuant to *EC* Section 60210, districts are no longer required to purchase instructional materials from a state adoption list. If a district elects to purchase materials that are not state adopted, they are required to include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process.

The Instructional Materials Funding Realignment Program (*EC* sections 60420-60424) has been repealed. Districts will receive state instructional materials funding as part of their basic funding under the Local Control Funding Formula (LCFF) pursuant to AB 97. More information about the LCFF can be found on the CDE Web site located at https://www.cde.ca.gov/fg/aa/lc/.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have standards-aligned textbooks or basic instructional materials in mathematics, English language arts, science, and history–social science students for all students in kindergarten through grade twelve to use in class and take home.

Summary of State Board of Education Action
January 15, 2014

These Programs Are Adopted

Publisher	Program Title	Grade Level(s)
Basic Grade-Level Programs		
1. Agile Mind	*Common Core Middle School Mathematics*	6–8
2. Big Ideas Learning	*Big Ideas Math*	6–8
3. Center for Mathematics and Teaching	*Math Links*	8
4. College Preparatory Mathematics	*Core Connections, Courses 1-3*	6–8
5. Edgenuity, Inc.	*Edgenuity California Common Core Mathematics*	6–8
6. Houghton Mifflin Harcourt	*Go Math!*	K–6
7. Houghton Mifflin Harcourt	*Go Math!*	6–8
8. Houghton Mifflin Harcourt	*Math Expressions*	K–6
9. Houghton Mifflin Harcourt	*Math in Focus*	K–8
10. McGraw-Hill	*California Math, Courses 1–3*	6–8
11. McGraw-Hill	*Glencoe Math Accelerated*	7
12. McGraw-Hill	*McGraw-Hill My Math*	K–5
13. Pearson	*Common Core System of Courses*	K–8
14. Pearson	*CA Digits*	6–8
15. Pearson Scott Foresman	*enVision Math*	K–6
16. Perfection Learning	*Kinetic Pre-Algebra*	8
17. Reasoning Mind	*Reasoning Mind Algebra Readiness Program*	2–6
18. The College Board	*SpringBoard Mathematics*	6–8
19. TPS Publishing, Inc.	*Creative Core Curriculum for Mathematics with STEM, Literacy*	K–8

Publisher	Program Title	Grade Level(s)
	and Arts	
20. Triumph Learning	*Common Core Math Curriculum*	6–8
Algebra 1 Programs		
1. Agile Mind	*Common Core Algebra 1 Mathematics*	Algebra 1
2. Aleks Corporation	*CA Algebra 1*	Algebra 1
3. Big Ideas Learning	*Big Ideas Algebra 1*	Algebra 1
4. College Preparatory Mathematics	*Core Connections Algebra 1*	Algebra 1
5. Houghton Mifflin Harcourt	*Algebra 1: Analyze, Connect, Explore California*	Algebra 1
6. JRL Enterprises	*I CAN Learn Algebra 1*	Algebra 1
7. McGraw-Hill	*Glencoe Algebra 1*	Algebra 1
8. Pearson	*CA Common Core Algebra 1*	Algebra 1
9. Perfection Learning	*Kinetic Algebra 1*	Algebra 1
10. The College Board	*SpringBoard Mathematics Algebra 1*	Algebra 1
Mathematics 1 Programs		
1. Pearson	*Common Core Integrated Math 1*	Math 1

These Programs Are Not Adopted

Publisher	Program Title	Grade Level(s)
Basic Grade-Level Programs		
1. JRL Enterprises	*I CAN Learn Basic Math*	5–8
2. Marshall Cavendish	*Primary Mathematics Common Core Edition*	1–3
3. McGraw-Hill	*Connecting Math Concepts*	K–4

Publisher	Program Title	Grade Level(s)
Algebra 1 Programs		
1. Revolution K12	*Algebra 1*	Algebra 1

Programs Adopted by the State Board of Education

Basic Grade-Level Programs

Agile Mind, *Common Core Middle School Mathematics* (Grades 6–8)

Program Components
The Mathematics program *Common Core Middle School Mathematics* is composed of, but not limited to, the following items: CCSS Mathematics 6 - Teacher Edition; CCSS Mathematics 6 - Student Edition; CCSS Mathematics 7 - Teacher Edition; CCSS Mathematics 7 - Student Edition; CCSS Mathematics 8 - Teacher Edition; CCSS Mathematics 8 - Student Edition.

Summary
The SBE adopted *Common Core Middle School Mathematics* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Big Ideas Learning, *Big Ideas Math* (Grades 6–8)

Program Components
The Mathematics program *BIG IDEAS MATH: A Common Core Curriculum* is composed of, but not limited to, the following items: Student Edition – SE, Teacher Edition – TE; Record and Practice Journal – RPJ; Resources by Chapter – RBC; Assessment Book – AB; Assessment Resources DVD - ARD; Skills Review and Basic Skills Handbook – SRH; California Teaching Resources DVD; Big Ideas Math Advanced 1–2 – Adv. 1 and Adv. 2; Big Ideas Math Course 2 Accelerated – Acc.

Summary
The SBE adopted *BIG IDEAS MATH: A Common Core Curriculum* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials supports instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

Center for Mathematics and Teaching, *Math Links* (Grade 8)

Program Components
The Mathematics program *MathLinks Grade 8* is composed of, but not limited to, the following items: Teacher Assessment Envelope (TAE); Teaching Notes (TN); Math Notes (MN); Student Packets (SP) 1–16; Resource Guide (RG); Manipulative Kit (MK); Teacher Guide (TG), Teacher Packets (TP) 1–16; Student Answer Key (SAK).

Summary
The SBE adopted *MathLinks Grade 8* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

College Preparatory Mathematics, *Core Connections, Courses 1-3* (Grades 6–8)

Program Components
The Mathematics program Core Connections, Courses 1–3 is composed of, but not limited to, the following items: Core Connections, Courses 1–3: Hardbound; Teacher Edition (TE); Tool Kit; Student Book (SE); Blackline Master; Parent Guide.

Summary
The SBE adopted *CPM Education Program, Core Connections, Courses 1–3* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Edgenuity, Inc., *Edgenuity California Common Core Mathematics* (Grades 6–8)

Program Components
The Mathematics program *California Common Core Mathematics* (*Online courseware*) is composed of, but not limited to, the following items: California Common Core Mathematics Online Program.

Summary
The SBE adopted *California Common Core Mathematics* (*Online courseware*) because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Houghton Mifflin Harcourt, *Go Math!* (Kindergarten through Grade 6)

Program Components
The Mathematics program *California GO Math! ©2015* (*K–6*) is composed of, but not limited to, the following items: California Student Edition (SE); California Teacher Edition (TE) and Planning Guide Bundle; California Enrichment Workbook Blackline Masters; California Online Interactive SE; California Online Interactive TE; California Planning Guide; California Practice Workbook; California Reteach Workbook Blackline Masters; California Teacher Digital Management Center.

Summary
The SBE adopted *California GO Math! ©2015* (*K–6*) because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

Houghton Mifflin Harcourt, *Go Math!* (Grades 6–8)

Program Components
The Mathematics program *California GO Math! ©2015* (6–8) is composed of, but not limited to, the following items: California Assessment Guide Blackline Masters (BM); California Differentiated Instruction Resource with Answers (DI); California Interactive Student Edition and Online SE; California Online Student Edition (includes Personal Math Trainer) 1-Year access; California Online Teacher Resource Management Center 1-Year access; California Solution Key (SK); California Student Interactive Edition (SE); California Teacher Edition (TE); Assessment Resource (AR).

Summary
The SBE adopted *California GO Math! ©2015* (6–8) because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

Houghton Mifflin Harcourt, *Math Expressions* (Kindergarten through Grade 6)

Program Summary
The Mathematics program *Math Expressions California ©2015* is composed of, but not limited to, the following items: California Teacher Edition Collection (TE); California Student Edition Collection; California Assessment Guide; California Homework & Remembering Collection; California Homework and Remembering Blackline Masters; California Homework and Remembering Workbook Collection; California Online Teacher Digital Management Center; California Student Activity Book (SAB) (Hardcover) with Mathboards; California Student Activity Book Collection; Math Literature Library; Classroom MathBoard; Teacher Resource Book; Online Destination Math.

Recommendation
The SBE adopted *Math Expressions California ©2015* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Houghton Mifflin Harcourt, *Math in Focus* (Kindergarten through Grade 8)

Program Components
The Mathematics program *Math in Focus: Singapore Math by Marshall Cavendish ©2015* is composed of, but not limited to, the following items: Assessment Books; Online Student Digi+; Online Student Edition; Online Student Interactivities; Online Student and Teacher Materials; Student Edition Bundle (SE); Teacher Edition Bundle; Teacher's Guide (TE).

Summary
The SBE adopted *Math in Focus: Singapore Math by Marshall Cavendish ©2015* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade–level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards–based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards–based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

McGraw-Hill, *California Math, Courses 1–3* (Grades 6–8)

Program Components
McGraw-Hill School Education, LLC *California Math, Courses 1–3 ©2015* consist of a Student Edition (SE), Teacher Edition (TE), Assessment Masters (AM), Interactive Guide for English Learners (EL), and an online component which is ConnectedED.

Summary
The SBE adopted *California Math, Courses 1–3 ©2015* for grade 6–8 because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials *contain* a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

McGraw-Hill, *Glencoe Math Accelerated* (Grade 7)

Program Components
The Mathematics program *Glencoe Math Accelerated ©2014* is composed of, but not limited to, the following items: SE - Student Edition; TE - Teacher Edition; ISG - Interactive Study Guide; AM - Assessment Masters.

Summary
The SBE adopted *Glencoe Math Accelerated ©2014* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

McGraw-Hill, *My Math* (Kindergarten through Grade 5)

Program Components
The Mathematics program *My Math* is composed of, but not limited to, the following items: Online (ConnectED) - connectED.mcgraw-hill.com; RWPS - Real-World Problem Solving Readers; MLS - My Learning Stations; TE - Teacher Edition; SE - Student Edition.

Summary
The SBE adopted *My Math* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Pearson, *Common Core System of Courses* (Kindergarten through Grade 8)

Program Components
The Mathematics program *Common Core System of Courses* is composed of, but not limited to, the following items: Course Overviews (CO), Reviewer's Guide (RG), Program Overview Guide (POG), Scope and Sequence charts (SS), Teacher Guide (TG), Student Edition (SE).

Summary
The SBE adopted *Common Core System of Courses* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Pearson, *CA Digits* (Grades 6–8)

Program Components
The Mathematics program *CA Digits* is composed of, but not limited to, the following items: TE - Teacher Edition; SE - Student Edition; CA POG - California Program Overview Guide; SC - Student Companion, LV –Launch Video; Online Teacher Support Guide – OTSG; Enrichment Support Folder - ESF.

Summary
The SBE adopted *CA Digits* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials include strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Pearson Scott Foresman, *envision Math* (Kindergarten through Grade 6)

Program Components
The Mathematics program *enVision Math California Common Core* is composed of, but not limited to, the following items: CA OIG - California Overview and Implementation Guide; GK-G6 - Grade Kindergarten – Grade 6; MDIS - Math Diagnosis and Intervention System; Student Edition (SE); Teacher's Edition (TE).

Summary
The SBE adopted *enVision Math California Common Core* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Perfection Learning, *Kinetic Pre-Algebra* (Grade 8)

Program Components
The Mathematics program *Kinetic Pre-Algebra* is composed of, but not limited to, the following items: Kinetic Pre-Algebra Interactive Student Edition (SE) and Teacher Edition with Online Assignment Access and Course Manager (TE).

Summary
The SBE adopted *Kinetic Pre-Algebra* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Reasoning Mind, *Reasoning Ming Algebra Readiness Program* (Grades 2–6)

Program Components
The Mathematics program *Reasoning Mind Algebra Readiness Program* is composed of, but not limited to, the following items: Reasoning Mind Algebra Readiness Program, CA Student Account (SA); Teacher Account (TA); CA Teacher Resource Kit (TRK); Reviewer CD (RCD, Whitepapers).

Summary
The SBE adopted *Reasoning Mind Algebra Readiness Program* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

The College Board, *SpringBoard Mathematics* (Grades 6–8)

Program Components
The Mathematics program *SpringBoard Mathematics* is composed of, but not limited to, the following items: SpringBoard® Mathematics Student Edition (SE), SpringBoard® Mathematics Teacher Edition (TE), Courses 1–3 Digital Access Subscription with free hard-copy Consumable Student Edition(s).

Summary
The SBE adopted *SpringBoard Mathematics* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

TPS Publishing, Inc., *Creative Core for Mathematics with STEM, Literacy and Arts* (Kindergarten through Grade 8)

Program Components
The Mathematics program *Creative Core Curriculum for Mathematics with STEM, Literacy and Arts K-8* is composed of, but not limited to, the following items: ABC Activity Guides; Educational Paper Craft Packs; Amelia Rose Explores; Invicta Items; Student Workbooks; Teacher and Student Textbooks (TE/SE); Parent and Teacher Information Guide; Olympic Reader Books; Teacher and Student STEM Project Editions (STEM SPE); Universal Access (UA); Understanding Mathematics through Art (UMTA); AVIMBA, DIDAX Manipulative Kits, Ellison Modeling Math, Archway Phonics Program, and Assessment Database.

Summary
The SBE adopted *Creative Core Curriculum for Mathematics with STEM, Literacy and Arts K-8* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Triumph Learning, *Common Core Math Curriculum* (Grades 6–8)

Program Components
The Mathematics program *Common Core Math Curriculum* is composed of, but not limited to, the following items: Readiness for the Common Core Teacher Resource System (RTRS); Common Core Coach Mathematics Student Edition (SECCC); Common Core Coach Mathematics Teacher Edition (TECCC); Common Core Support Coach Student Edition (SECCSC); Common Core Support Coach Teacher Edition (TECCSC); Write Math (WM); Common Core Support Coach Assessment Workbook (AWCCSC); English Learner Adaptations (ELAd).

Summary
The SBE adopted *Common Core Math Curriculum* because it is aligned with the California Common Core State Standards for Mathematics and meets all of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

Algebra 1 Programs

Agile Mind, *Common Core Algebra 1 Mathematics*

Program Components
The Mathematics program *Common Core Algebra I Mathematics* is composed of, but not limited to, the following items: CCSS Algebra I - Teacher Edition; CCSS Algebra I - Student Edition.

Summary
The SBE adopted *Common Core Algebra I Mathematics* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

ALEKS Corporation, *CA Algebra 1*

Program Components
The Mathematics program *CA Algebra 1* is composed of, but not limited to, the following items: ALEKS CA Algebra 1; ALEKS Teacher/Administrator Account.

Summary
The SBE adopted *CA Algebra 1* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Big Ideas Learning, LLC, *Big Ideas Algebra 1*

Program Components
The Mathematics program *BIG IDEAS MATH: A Common Core Curriculum* (*Algebra I*) is composed of, but not limited to, the following items: Big Ideas Math Algebra 1: A Common Core Curriculum California Edition (PE); Dynamic California Student Edition DVD; Dynamic California Student Edition Online; eReader Files; California Teaching Edition (TE); Record and Practice Journal; Assessment Book; Resources by Chapter; Dynamic Assessment Resources DVD; Dynamic California Teaching Resources DVD; Dynamic California Teaching Resources Online.

Summary
The SBE adopted *BIG IDEAS MATH: A Common Core Curriculum* (*Algebra I*) because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

College Preparatory Mathematics, *Core Connections Algebra 1*

Program Components
The College Preparatory Mathematics (CPM) program *Core Connections Algebra 1* is composed of, but not limited to, the following items: Core Connections Algebra 1 Student Edition (SE); Teacher Edition Bundle (TE); Student Blackline; Parent Guide with Extra Practice; CPM Test Generator.

Summary
The SBE adopted *Core Connections Algebra 1* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Houghton Mifflin Harcourt, *Algebra 1: Analyze, Connect Explore California*

Program Components
The Mathematics program *Algebra 1: Analyze, Connect, Explore California ©2015* is composed of, but not limited to, the following items: Student Edition (SE); Interactive Student Edition; Teacher Edition (TE); Online Student Edition; Teacher Resource Management Center; Differentiated Instructions Resources with Answers; Assessment Resources with Answers; Solutions Key.

Summary
The SBE adopted *Algebra 1: Analyze, Connect, Explore California ©2015* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade–level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards–based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards–based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

JRL Enterprises, Inc., *I CAN Learn Common Core Algebra 1*

Program Components
The Mathematics program *I CAN Learn® Common Core Algebra I* is composed of, but not limited to, the following items: Pre-Algebra (MPA); Algebra (HA1); Pre-Algebra Textbook - Electronic Edition; Algebra I Volume 1 and 2 - Electronic Edition; Geometry Textbook; I CAN Learn® Classroom Guide; I CAN Learn® Electronic Courseware License.

Summary
The SBE adopted *I CAN Learn® Common Core Algebra I* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

McGraw-Hill, *Glencoe Algebra 1*

Program Components
The Mathematics program *Glencoe Algebra 1 ©2014* is composed of, but not limited to, the following items: California Student Edition (SE); California Teacher Edition (TE); Teacher Classroom Resources (TCR).

Summary
The SBE adopted *Glencoe Algebra 1* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and does cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Pearson, *CA Common Core Algebra 1*

Program Components
The Mathematics program *CA Common Core Algebra 1* is composed of, but not limited to, the following items: Algebra 1 Common Core Student Edition (SE); Algebra 1 Common Core Teacher Edition (TE).

Summary
The SBE adopted *CA Common Core Algebra 1* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Perfection Learning, *Kinetic Algebra 1*

Program Components
The Mathematics program *Kinetic Algebra I* is composed of, but not limited to, the following items: Kinetic Algebra I Interactive Student Edition (SE) and Teacher Edition (TE) with Online Assignment Access and Course Manager. All citations start from the Main Table of Contents (TOC).

Summary
The SBE adopted *Kinetic Algebra I* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and does cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

The College Board, *SpringBoard Mathematics Algebra 1*

Program Components
The College Board program *SpringBoard Mathematics* (*Algebra I*) is composed of, but not limited to, the following items: SpringBoard® Mathematics Teacher Edition (TE), SpringBoard® Mathematics Student Edition (SE), Algebra 1 Digital Access Subscription with free hard-copy Consumable Student Edition(s).

Summary
The SBE adopted *SpringBoard Mathematics* (*Algebra I*) because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Mathematics 1 Programs

Pearson, *Common Core Integrated Math 1*

Program Components
The Mathematics program *High School Common Core Integrated Math I* is composed of, but not limited to, the following items: IHSM OIG - Integrated High School Mathematics Overview and Implementation Guide; SE - Student Edition; TG - Teacher's Guide.

Recommendation
The SBE adopted *High School Common Core Integrated Math I* because it is aligned with the California Common Core State Standards for Mathematics and meets the rest of the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program supports teaching to the California Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Programs Not Adopted by the State Board of Education

Basic Grade-Level Programs

JRL Enterprises, *I CAN Learn Basic Math* (Grades 5–8)

Program Components
The Mathematics program *I CAN Learn® Basic Math* is composed of, but not limited to, the following items: Pre-Algebra Textbook - Electronic Edition (TE); Algebra I Volume 1 and 2 - Electronic Edition (SE); I CAN Learn® Classroom Guide (CG); I CAN Learn® Electronic Courseware License, Teachers Dashboard (TD).

Summary
The SBE did not adopt *I CAN Learn® Basic Math* because it does not meet all of the evaluation criteria. *I CAN Learn® Basic Math* does not meet criteria categories 1, 5, and 6. *I CAN Learn® Basic Math* is not fully aligned with the California Common Core State Standards for Mathematics.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program does not support teaching to the California Common Core State Standards for Mathematics, and does not cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials contain strategies and tools for continually measuring student achievement. Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials do not contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are not designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Marshall Cavendish, Primary Mathematics Common Core Edition (Grades 1–3)

Program Components
The Mathematics program *Primary Mathematics Common Core Edition* is composed of, but not limited to, the following items: Primary Mathematics Common Core Textbooks (TB); Primary Mathematics Common Core Teacher's Guides (TG); Primary Mathematics Common Core Workbook (WB); Primary Digital Math Buddies Online Resource (PD).

Summary
The SBE did not adopt *Primary Mathematics Common Core Edition* because it does not meet all of the evaluation criteria. *Primary Mathematics Common Core Edition* does not meet criteria categories 1, 3, 4, and 5. Additionally, *Primary Mathematics Common Core Edition* is not fully aligned with the California Common Core State Standards for Mathematics.

Criteria Category 1: Mathematics Content/Alignment with the Standards
The program does not support teaching to the California Common Core State Standards for Mathematics, and does not cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials do not contain strategies and tools for continually measuring student achievement. Assessments do not provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are not provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials do not provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials do not contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

McGraw-Hill, *Connecting Math Concepts* (Kindergarten through Grade 4)

Program Components

The Mathematics program *Connecting Math Concepts: Comprehensive Edition K-4* is composed of, but not limited to, the following items: Teacher's Guide (TG); Teacher Presentation Book 1 (TPB1); Teacher Presentation Book 2 (TPB2); Teacher Presentation Book 3 (TPB3), Textbook (TB), and Student Workbook (SW).

Summary

The SBE did not adopt *Connecting Math Concepts: Comprehensive Edition K-4* because it does not meet all of the evaluation criteria. *Connecting Math Concepts: Comprehensive Edition K-4* does not meet criteria categories 1–4. Additionally, *Connecting Math Concepts: Comprehensive Edition K-4* is not fully aligned with the California Common Core State Standards for Mathematics.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not support teaching to the California Common Core State Standards for Mathematics, and does not cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization

The organization and features of the instructional materials do not support instruction and learning of the Standards.

Criteria Category 3: Assessment

The instructional materials do not contain strategies and tools for continually measuring student achievement. Assessments do not provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access

Students with special needs are not provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials do not provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning

The instructional materials contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the California Common Core State Standards for Mathematics.

Algebra 1 Programs

Revolution K12, *Algebra 1*

Program Components
The Mathematics program *Algebra 1* is composed of, but not limited to, the following items: Revolution K12: Algebra I Digital Materials (DM) and Teacher's Guide (TG).

Summary
The SBE did not adopt *Algebra 1* because it does not meet all of the evaluation criteria. *Algebra 1* does not meet criteria categories 1, 2, 3, 4, 5, and 6. Additionally, *Algebra 1* is not fully aligned with the California Common Core State Standards for Mathematics.

Criteria Category 1: Mathematics Content/Alignment with Standards
The program does not support teaching to the California Common Core State Standards for Mathematics, and does not cover all of the evaluation criteria in category 1.

Criteria Category 2: Program Organization
The organization and features of the instructional materials do not support instruction and learning of the Standards.

Criteria Category 3: Assessment
The instructional materials do not contain strategies and tools for continually measuring student achievement. Assessments do not provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.

Criteria Category 4: Universal Access
Students with special needs are not provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials do not provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

Criteria Category 5: Instructional Planning
The instructional materials do not contain a clear road map for teachers to follow when planning instruction.

Criteria Category 6: Teacher Support
The instructional materials are not designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and

knowledge specified for in the California Common Core State Standards for Mathematics.

Appendix A: Criteria for Evaluating Mathematics Instructional Materials for Kindergarten through Grade Eight

Adopted by the State Board of Education on January 16, 2013

Instructional materials that are adopted by the state help teachers to present and students to learn the content set forth in the *Common Core State Standards for Mathematics with California Additions* (Standards) (this refers to the content standards and the standards for mathematical practice), as revised pursuant to California *Education Code* Section 60605.11*,* (added by Senate Bill 1200, Statutes of 2012). To accomplish this purpose, this document establishes criteria for evaluating instructional materials for the eight-year adoption cycle beginning with the primary adoption in 2013-14. These criteria serve as evaluation guidelines for the statewide adoption of mathematics instructional materials for kindergarten through grade eight, as called for in *Education Code* Section 60207.

The Standards require focus, coherence, and rigor, with content and mathematical practice standards intertwined throughout. The standards are organized by grade-level in kindergarten through grade eight and by conceptual categories for higher mathematics. For this adoption, the standards for higher mathematics are organized into model courses and are assigned to a first course in a traditional or an integrated sequence of courses. There are number of supportive and advisory documents that are available for publishers and producers of instructional materials that define the depth of instruction necessary to support the focus, coherence, and rigor of the standards. These documents include the *Progressions Documents for Common Core Math Standards* (~~http://ime.math.arizona.edu/progressions/~~), [preceding link no longer valid] the *PARCC Model Content Frameworks (*www.parcconline.org*)*, *Smarter Balanced test specifications (*www.smarterbalanced.org*)*, *The Illustrative Mathematics Project*, (http://illustrativemathematics.org/), and draft chapters of *California Mathematics Curriculum Framework*. Overall, the Standards do not dictate a singular approach to instructional resources—to the contrary, they provide opportunities to raise student achievement through innovations.

It is the intent of the State Board of Education that these criteria be seen as neutral on the format of instructional materials in terms of digital, interactive online, and other types of curriculum materials.

I. Focus, Coherence, and Rigor in the Common Core State Standards for Mathematics

With the advent of the Common Core, a decade's worth of recommendations for greater focus and coherence finally have a chance to bear fruit. Focus and coherence are the two major evidence-based design principles of the Standards. These principles are meant to fuel greater achievement in a rigorous curriculum, in which students acquire conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems. Thus, the implications of the standards for mathematics education could be summarized briefly as follows:

Focus: Place strong emphasis where the Standards focus
Coherence: Think across grades, and link to major topics in each grade
Rigor: In major topics, pursue with equal intensity:

- conceptual understanding,
- procedural skill and fluency, and
- applications

Focus

Focus requires that we significantly narrow the scope of content in each grade so that students more deeply experience that which remains.

The overwhelming focus of the Standards in early grades is arithmetic, along with the components of measurement that support it. That includes the **concepts** underlying arithmetic, the **skills** of arithmetic computation, and the ability to **apply** arithmetic to solve problems and put arithmetic to engaging uses. Arithmetic in the K–5 standards is an important life skill, as well as a thinking subject and a rehearsal for algebra in the middle grades.

Focus remains important through the middle and high school grades in order to prepare students for college and careers; surveys suggest that postsecondary instructors value greater mastery of prerequisites over shallow exposure to a wide array of topics with dubious relevance to postsecondary work.

Both of the assessment consortia have made the focus, coherence, and rigor of the Standards central to their assessment designs.[1] Choosing materials that also embody the Standards will be essential for giving teachers and students the tools they need to build a strong mathematical foundation and succeed on standards-aligned assessments.

Coherence

Coherence is about making math make sense. Mathematics is not a list of disconnected tricks or mnemonics. It is an elegant subject in which powerful knowledge results from reasoning with a small number of principles such as place value and properties of operations.[2] The standards define progressions of learning that leverage these principles as they build knowledge over the grades.[3]

When people talk about coherence, they often talk about making connections between topics. The most important connections are vertical: the links from one grade to the next that allow students to progress in their mathematical education. That is why it is critical to think across

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1 See the Smarter/Balanced content specification and item development specifications, and the PARCC Model Content Framework and item development ITN. Complete information about the consortia can be found at www.smarterbalanced.org and www.parcconline.org.

2 For some remarks by Phil Daro on this theme, see the excerpt at ~~http://vimeo.com/achievethecore/darofocus~~ [link not available], and/or the full video available at http://commoncoretools.me/2012/05/21/phil-daro-on-learning-mathematics-through-problem-solving/.

3 For more information on progressions in the Standards, see ~~http://ime.math.arizona.edu/progressions~~ [Preceding link not valid].

grades and examine the progressions in the standards to see how major content develops over time.

Connections at a single grade level can be used to improve focus, by tightly linking secondary topics to the major work of the grade. For example, in grade 3, bar graphs are not "just another topic to cover." Rather, the standard about bar graphs asks students to use information presented in bar graphs to solve word problems using the four operations of arithmetic. Instead of allowing bar graphs to detract from the focus on arithmetic, the standards are showing how bar graphs can be positioned in support of the major work of the grade. In this way coherence can support focus.

Materials cannot match the contours of the Standards by approaching each individual content standard as a separate event. Nor can materials align to the Standards by approaching each individual **grade** as a separate event: "The standards were not so much assembled out of topics as woven out of progressions. Maintaining these progressions in the implementation of the standards will be important for helping all students learn mathematics at a higher level. . . For example, the properties of operations, learned first for simple whole numbers, then in later grades extended to fractions, play a central role in understanding operations with negative numbers, expressions with letters, and later still the study of polynomials. As the application of the properties is extended over the grades, an understanding of how the properties of operations work together should deepen and develop into one of the most fundamental insights into algebra. The natural distribution of prior knowledge in classrooms should not prompt abandoning instruction in grade-level content, but should prompt explicit attention to connecting grade-level content to content from prior learning. To do this, instruction should reflect the progressions on which the CCSSM [*Common Core State Standards for Mathematics*] are built."[4]

Rigor

To help students meet the expectations of the Standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skill and fluency, and applications. The word "understand" is used in the Standards to set explicit expectations for conceptual understanding, the word "fluently" is used to set explicit expectations for fluency, and the phrase "real-world problems" and the star symbol (★) are used to set expectations and flag opportunities for applications and modeling (which is a standard for mathematical practice as well as a content category in high school). Real-world problems and standards that support modeling are also opportunities to provide activities related to careers and the work-world.

To date, curricula have not always been balanced in their approach to these three aspects of rigor. Some curricula stress fluency in computation, without acknowledging the role of conceptual understanding in attaining fluency. Some stress conceptual understanding, without acknowledging that fluency requires separate classroom work of a different nature. Some stress

4 See "Appendix: The Structure of the Standards" in *K–8 Publishers' Criteria for the Common Core State Standards for Mathematics*, p. 21 ~~(http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf)~~ [Preceding link not valid]

pure mathematics, without acknowledging first of all that applications can be highly motivating for students, and moreover, that a mathematical education should make students fit for more than just their next mathematics course. At another extreme, some curricula focus on applications, without acknowledging that math doesn't teach itself.

The Standards do not take sides in these ways, but rather they set high expectations for all three components of rigor in the major work of each grade. Of course, that makes it necessary that we first follow through on the focus in the Standards—otherwise we are asking teachers and students to do more with less.

II. Criteria for Materials and Tools Aligned to the Standards

Three Types of Programs

Three types of programs will be considered for adoption: basic grade-level for kindergarten through grade eight, Algebra I, and Integrated Mathematics I (hereafter referred to as Mathematics I). All three types of programs must stand alone and will be reviewed separately. Publishers may submit programs for one grade or any combination of grades. In addition, publishers may include intervention and acceleration components to support students.

Basic Grade-Level Program

The basic grade-level program is the comprehensive curriculum in mathematics for students in kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the *Common Core State Standards for Mathematics with California Additions*.

Common Core Algebra I and Common Core Mathematics I

When students have mastered the content described in the *Common Core State Standards for Mathematics with California Additions* for kindergarten through grade eight, they will be ready to complete Common Core Algebra I or Common Core Mathematics I. The course content will be consistent with its high school counterpart and will articulate with the subsequent courses in the sequence.

Criteria for Materials and Tools Aligned to the Standards

The criteria for the evaluation of mathematics instructional resources for kindergarten through grade eight are organized into six categories:

1. **Mathematics Content/Alignment with the Standards**. Content as specified in the *Common Core State Standards for Mathematics with California Additions*, including the Standards for Mathematical Practices, and sequence and organization of the mathematics program that provide structure for what students should learn at each grade level.

2. **Program Organization.** Instructional materials support instruction and learning of the standards and include such features as lists of the standards, chapter overviews, and glossaries.
3. **Assessment**. Strategies presented in the instructional materials for measuring what students know and are able to do.
4. **Universal Access**. Access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.
5. **Instructional Planning**. Information and materials that contain a clear road map for teachers to follow when planning instruction.
6. **Teacher Support**. Materials designed to help teachers provide effective standards-based mathematics instruction.

Materials that fail to meet the criteria category 1 for Mathematics Content/Alignment with the Standards will not be considered suitable for adoption. The criteria for category 1 must be met in the core materials or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 6 to be suitable for adoption.

Category 1: Mathematics Content/Alignment with the Standards

Mathematics materials should support teaching to the *Common Core State Standards for Mathematics with California Additions*. Instructional materials suitable for adoption must satisfy the following criteria:

1. **The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.**

2. **The materials in basic instructional programs support comprehensive teaching of the *Common Core State Standards for Mathematics with California Additions* and include the standards for mathematical practice at each grade level or course.** The standards for mathematical practice must be taught in the context of the content standards at each grade level or course. The principles of instruction must reflect current and confirmed research. The materials must be aligned to and support the design of the *Common Core State Standards for Mathematics with California Additions* and address the grade-level content standards and standards for mathematical practice in their entirety.

3. **In any single grade in the kindergarten through grade eight sequence, students and teachers using the materials as designed spend the large majority of their time on the major work of each grade.** The major work (major clusters) of each grade is identified in the Content Emphases by Cluster documents for K–8[5]. In addition, major work should especially predominate in the first half of the year (e.g., in grade 3 this is necessary so that students have

5 For cluster-level emphases at grades K–8, see ~~http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf~~ [Preceding link not valid].

sufficient time to build understanding and fluency with multiplication). Note that an important **subset** of the major work in grades K–8 is the progression that leads toward Algebra I and Mathematics I (see Table 1, next page). Materials give especially careful treatment to these clusters and their interconnections. Digital or online materials that allow navigation or have no fixed pacing plan are explicitly designed to ensure that students' time on task meets this criterion.

Table 1. Progress to Algebra in Grades K–8

K	1	2	3	4	5	6	7	8
Know number names and the count sequence Count to tell the number of objects Compare numbers Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Work with numbers 11-19 to gain foundations for place value	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value Use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units	Represent and solve problems involving addition and subtraction Add and subtract within 20 Understand place value Use place value understanding and properties of operations to add and subtract Measure and estimate lengths in standard units Relate addition and subtraction to length	Represent & solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply & divide within 100 Solve problems involving the four operations, and identify & explain patterns in arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Use place value understanding and properties of operations to perform multi-digit arithmetic Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations Understand decimal notation for fractions, and compare decimal fractions	Understand the place value system Perform operations with multi-digit whole numbers and decimals to hundredths Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Graph points in the coordinate plane to solve real-world and mathematical problems*	Apply and extend previous understandings of multiplication and division to divide fractions by fractions Apply and extend previous understandings of numbers to the system of rational numbers Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Analyze proportional relationships and use them to solve real-world and mathematical problems Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Work with radical and integer exponents Understand the connections between proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations Define, evaluate, and compare functions Use functions to model relationships between quantities*

*Indicates a cluster that is well thought of as part of a student's progress to algebra, but that is currently not designated as Major by one or both of the assessment consortia in their draft materials. Apart from the two asterisked exceptions, the clusters listed here are a subset of those designated as Major in both of the assessment consortia's draft documents.

4. **Focus:** In aligned materials there are no chapter tests, unit tests, or other assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. (One way to meet this criterion is for materials to omit these topics entirely prior to the indicated grades.) If the materials address topics outside of the *Common Core State Standards for Mathematics with California Additions,* the publisher will provide a mathematical and pedagogical justification.

5. **Focus and Coherence through Supporting Work: Supporting clusters do not detract from focus, but rather enhance focus and coherence simultaneously by engaging students in the major clusters of the grade.** For example, materials for K–5 generally treat data displays as an occasion for solving grade-level word problems using the four operations.[6]

6. **Rigor and Balance: Materials and tools reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by all of the following:**

    a. **Developing students' conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings, including connecting conceptual understanding to procedural skills.** Materials amply feature high-quality conceptual problems and questions that can serve as fertile conversation-starters in a classroom if students are unable to answer them. In addition, group discussion suggestions include facilitation strategies and protocols. In the materials, conceptual understanding is not a generalized imperative applied with a broad brush, but is attended to most thoroughly in those places in the content standards where explicit expectations are set for understanding or interpreting. (Conceptual understanding of key mathematical concepts is thus distinct from applications or fluency work, and these three aspects of rigor must be balanced as indicated in the Standards.)

    b. **Giving attention throughout the year to individual standards that set an expectation of fluency.** The Standards are explicit where fluency is expected. In grades K–6 materials should help students make steady progress throughout the year toward fluent (accurate and reasonably fast) computation, including knowing single-digit products and sums from memory (see, e.g., 2.OA.2 and 3.OA.7). The word "fluently" in particular as used in the Standards refers to fluency with a written or mental method, not a method using

6 For more information about this example, see Table 1 in the *Progression* for K–3 Categorical Data and 2–5 Measurement Data, ~~http://commoncoretools.files.wordpress.com/2011/06/ccss_progression_md_k5_2011_06_20.pdf~~. [Preceding link not valid] More generally, the *PARCC Model Content Frameworks* give examples in each grade of how to improve focus and coherence by linking supporting topics to the major work.

manipulatives or concrete representations. Progress toward these goals is interwoven with developing conceptual understanding of the operations in question.[7]

Manipulatives and concrete representations such as diagrams that enhance conceptual understanding are closely connected to the written and symbolic methods to which they refer (see, e.g., 1.NBT). As well, purely procedural problems and exercises are present. These include cases in which opportunistic strategies are valuable—e.g., the sum 698 + 240 or the system $x + y = 1$, $2x + 2y = 3$—as well as an ample number of generic cases so that students can learn and practice efficient algorithms (e.g., the sum 8767 + 2286). Methods and algorithms are general and based on principles of mathematics, not mnemonics or tricks.[8] Materials do not make fluency a generalized imperative to be applied with a broad brush, but attend most thoroughly to those places in the content standards where explicit expectations are set for fluency. In higher grades, algebra is the language of much of mathematics. Like learning any language, we learn by using it. Sufficient practice with algebraic operations is provided so as to make realistic the attainment of the Standards as a whole; for example, fluency in algebra can help students get past the need to manage computational details so that they can observe structure (MP.7) and express regularity in repeated reasoning (MP.8).

c. **Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.** Materials in grades K–8 include an ample number of single-step and multi- step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Materials for grades 6–8 also include problems in which students must make their own assumptions or simplifications in order to model a situation mathematically. Applications take the form of problems to be worked on individually as well as classroom activities centered on application scenarios. Materials attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit. Applications in the materials draw only on content knowledge and skills specified in the content standards, with particular stress on applying major work, and a preference for the more fundamental techniques from additional and supporting work. Modeling builds slowly across K–8, and applications

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7 For more about how students develop fluency in tandem with understanding, see the *Progressions* for Operations and Algebraic Thinking, ~~http://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_oa_k5_2011_05_302.pdf~~ [Preceding link not valid] and for Number and Operations in Base Ten, ~~http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf~~. [Preceding link not valid]

8 Non-mathematical approaches (such as the "butterfly method" of adding fractions) compromise focus and coherence and displace mathematics in the curriculum (cf. 5.NF.1). For additional background on this point, see the remarks by Phil Daro excerpted at ~~http://vimeo.com/achievethecore/darofocus~~ [Preceding link not valid] and/or the full video, available at http://commoncoretools.me/2012/05/21/phil-daro-on-learning-mathematics-through-problem-solving/.

are relatively simple in early grades. Problems and activities are grade-level appropriate, with a sensible tradeoff between the sophistication of the problem and the difficulty or newness of the content knowledge the student is expected to bring to bear.[9]

Additional aspects of the Rigor and Balance Criterion:

(1) *The three aspects of rigor are not always separate in materials.* (Conceptual understanding needs to underpin fluency work; fluency can be practiced in the context of applications; and applications can build conceptual understanding.)

(2) *Nor are the three aspects of rigor always together in materials.* (Fluency requires dedicated practice to that end. Rich applications cannot always be shoehorned into the mathematical topic of the day. And conceptual understanding will not come along for free unless explicitly taught.)

(3) Digital and online materials with no fixed lesson flow or pacing plan are not designed for superficial browsing but rather instantiate the Rigor and Balance criterion and promote depth and mastery.

7. **Consistent Progressions: Materials are consistent with the progressions in the Standards, by (all of the following):**

   a. **Basing content progressions on the grade-by-grade progressions in the Standards.** Progressions in materials match closely with those in the Standards. This does not require the table of contents in a book to be a replica of the content standards; but the match between the Standards and what students are to learn should be close in each grade. Discrepancies are clearly aimed at helping students meet the Standards as written, rather than effectively rewriting the standards. Comprehensive materials do not introduce gaps in learning by omitting content that is specified in the Standards.

   The basic model for grade-to-grade progression involves students making tangible progress during each given grade, as opposed to substantially reviewing then marginally extending from previous grades. Remediation may be necessary, particularly during transition years, and resources for remediation may be provided, but review is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.

   Digital and online materials that allow students and/or teachers to navigate

9 Cf. *Common Core State Standards for Mathematics* (CCSSM), p. 84 at http://www.corestandards.org/the-standards. Also note that modeling is a mathematical practice in every grade, but in high school it is also a content category (CCSSM, pp. 72, 73); therefore, modeling is generally enhanced in high school materials, with more elements of the modeling cycle (CCSSM, p. 72).

content across grade levels promote the Standards' coherence by tracking the structure and progressions in the Standards. For example, such materials might link problems and concepts so that teachers and students can browse a progression.

b. **Giving all students extensive work with grade-level problems.** Differentiation is sometimes necessary, but materials often manage unfinished learning from earlier grades inside grade-level work, rather than setting aside grade-level work to reteach earlier content. Unfinished learning from earlier grades is normal and prevalent; it should not be ignored nor used as an excuse for cancelling grade-level work and retreating to below-grade work. (For example, the development of fluency with division using the standard algorithm in grade 6 is the occasion to surface and deal with unfinished learning about place value; this is more productive than setting aside division and backing up.) Likewise, students who are "ready for more" can be provided with problems that take grade-level work in deeper directions, not just exposed to later grades' topics.

c. **Relating grade-level concepts explicitly to prior knowledge from earlier grades.** The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. Grade-level problems in the materials often involve application of knowledge learned in earlier grades. Although students may well have learned this earlier content, they have not learned how it extends to new mathematical situations and applications. They learn basic ideas of place value, for example, and then extend them across the decimal point to tenths and beyond. They learn properties of operations with whole numbers, and then extend them to fractions, variables, and expressions. The materials make these extensions of prior knowledge explicit. Note that cluster headings in the Standards sometimes signal key moments where reorganizing and extending previous knowledge is important in order to accommodate new knowledge (e.g., see the cluster headings that use the phrase "Apply and extend previous understanding").

8. **Coherent Connections: Materials foster coherence through connections at a single grade, where appropriate and where required by the Standards, by (all of the following):**

a. **Including learning objectives that are visibly shaped by CCSSM cluster headings, with meaningful consequences for the associated problems and activities.** While some clusters are simply the sum of their individual standards (e.g., Grade 8, Expressions and Equations, Cluster C: Analyze and solve linear equations and pairs of simultaneous linear equations.), many are not (e.g., Grade 8, Expressions and Equations, Cluster B: Understand the connection between proportional relationships, lines, and linear equations.). In the latter cases, cluster headings function like topic sentences in a paragraph in that they state the point of, and lend additional meaning to, the individual

content standards that follow. Cluster headings can also signal multi-grade progressions, by using phrases such as "Apply and extend previous understandings of [X] to do [Y]." Hence an important criterion for coherence is that some or many of the learning objectives in the materials are visibly shaped by CCSSM cluster headings, with meaningful consequences for the associated problems and activities. Materials do not simply treat the Standards as a sum of individual content standards and individual practice standards.

b. **Including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important**. If instruction only operates at the individual standard level, or even at the individual cluster level, then some important connections will be missed. For example, robust work in 4.NBT should sometimes or often synthesize across the clusters listed in that domain; robust work in grade 4 should sometimes or often involve students applying their developing computation NBT skills in the context of solving word problems detailed in OA. Materials do not invent connections not explicit in the standards without first attending thoroughly to the connections that are required explicitly in the Standards (e.g., 3.MD.7 connects area to multiplication, to addition, and to properties of operations; A-REI.11 connects functions to equations in a graphical context; proportion connects to percentage, similar triangles, and unit rates.) Not everything in the standards is naturally well connected or needs to be connected (e.g., Order of Operations has essentially nothing to do with the properties of operations, and connecting these two things in a lesson or unit title is actively misleading). Instead, connections in materials are mathematically natural and important (e.g., base-ten computation in the context of word problems with the four operations), reflecting plausible direct implications of what is written in the Standards without creating additional requirements. Instructional materials include problems and activities that connect to real-world and career settings, where appropriate.

9. **Practice-to-Content Connections: Materials meaningfully connect content standards and practice standards.** "Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction." (CCSSM, p. 8.) Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of activities or problems that stimulate students to develop the habits of mind described in the practice standards. These practices are well-grounded in the content standards. Materials are accompanied by an analysis, aimed at evaluators, of how the authors have approached each practice standard in relation to content within each applicable grade or grade band. Materials do not treat the practice standards as static across grades or grade bands, but instead tailor the connections to the content of the grade and to grade-level-appropriate student thinking. Materials also include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical

development.

10. **Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards**. Content and practice standards are not connected mechanistically or randomly, but instead support focus and coherence. Examples: Materials connect looking for and making use of structure (MP.7) with structural themes emphasized in the Standards such as properties of operations, place value decompositions of numbers, numerators and denominators of fractions, numerical and algebraic expressions, etc.; materials connect looking for and expressing regularity in repeated reasoning (MP.8) with major topics by using regularity in repetitive reasoning as a *tool* with which to explore major topics. (In K–5, materials might use regularity in repetitive reasoning to shed light on, e.g., the 10×10 addition table, the 10×10 multiplication table, the properties of operations, the relationship between addition and subtraction or multiplication and division, and the place value system; in 6–8, materials might use regularity in repetitive reasoning to shed light on proportional relationships and linear functions; in high school, materials might use regularity in repetitive reasoning to shed light on formal algebra as well as functions, particularly recursive definitions of functions.)

11. **Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.** For example, MP.1 does not say, "Solve problems." Or "Make sense of problems." Or "Make sense of problems and solve them." It says "Make sense of problems and persevere in solving them." Thus, students using the materials as designed build their perseverance in grade-level-appropriate ways by occasionally solving problems that require them to persevere to a solution beyond the point when they would like to give up. MP.5 does not say, "Use tools." Or "Use appropriate tools." It says "Use appropriate tools strategically." Thus, materials include problems that reward students' strategic decisions about how to use tools, or about whether to use them at all. MP.8 does not say, "Extend patterns." Or "Engage in repetitive reasoning." It says "Look for and express regularity in repeated reasoning." Thus, it is not enough for students to extend patterns or perform repeated calculations. Those repeated calculations must lead to an insight (e.g., "When I add a multiple of 3 to another multiple of 3, then I get a multiple of 3."). The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.

12. **Emphasis on Mathematical Reasoning: Materials support the Standards' emphasis on mathematical reasoning, by all of the following:**

    a. **Prompting students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).** Materials provide sufficient opportunities for students to reason mathematically in independent thinking and express reasoning through

classroom discussion and written work. Reasoning is not confined to optional or avoidable sections of the materials but is inevitable when using the materials as designed. Materials do not approach reasoning as a generalized imperative, but instead create opportunities for students to reason *about* key mathematics detailed in the content standards for the grade. Materials thus attend first and most thoroughly to those places in the content standards setting explicit expectations for explaining, justifying, showing, or proving. Students are asked to critique given arguments, e.g., by explaining under what conditions, if any, a mathematical statement is valid. Materials develop students' capacity for mathematical reasoning in a grade-level appropriate way, with a reasonable progression of sophistication from early grades up through high school.[10] Teachers and students using the materials as designed spend classroom time communicating reasoning (by constructing viable arguments and explanations and critiquing those of others' concerning key grade-level mathematics) — recognizing that learning mathematics also involves time spent working on applications and practicing procedures. Materials provide examples of student explanations and arguments (e.g., fictitious student characters might be portrayed).

b. **Engaging students in problem solving as a form of argument**. Materials attend thoroughly to those places in the content standards that explicitly set expectations for multi-step problems; multi-step problems are not scarce in the materials. Some or many of these problems require students to devise a strategy autonomously. Sometimes the goal is the final answer alone (cf. MP.1); sometimes the goal is to show work and lay out the solution as a sequence of well justified steps. In the latter case, the solution to a problem takes the form of a cogent argument that can be verified and critiqued, instead of a jumble of disconnected steps with a scribbled answer indicated by drawing a circle around it (cf. MP.6). Problems and activities of this nature are grade-level appropriate, with a reasonable progression of sophistication from early grades up through high school.

c. **Explicitly attending to the specialized language of mathematics.** Mathematical reasoning involves specialized language. Therefore, materials and tools address the development of mathematical and academic language associated with the standards. The language of argument, problem solving and mathematical explanations are taught rather than assumed. Correspondences between language and multiple mathematical representations including diagrams, tables, graphs, and symbolic expressions are identified in material designed for language development. Note that variety in formats and types of representations—graphs, drawings, images, and

10 As students progress through the grades, their production and comprehension of mathematical arguments evolves from informal and concrete toward more formal and abstract. In early grades students employ imprecise expressions which with practice over time become more precise and viable arguments in later grades. Indeed, the use of imprecise language is part of the process in learning how to make more precise arguments in mathematics. Ultimately, conversation about arguments helps students transform assumptions into explicit and precise claims.

tables in addition to text—can relieve some of the language demands that English language learners face when they have to show understanding in math.

d. **Materials help English learners access challenging mathematics, learn content, and develop grade-level language.** For example, materials might include annotations to help with comprehension of words, sentences and paragraphs, and give examples of the use of words in other situations. Modifications to language do not sacrifice the mathematics, nor do they put off necessary language development.

Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the Standards. Teacher and student materials include such features as lists of the standards, chapter overviews, and glossaries. Instructional materials must have strengths in these areas to be considered suitable for adoption.

1. A list of *Common Core State Standards for Mathematics with California Additions* is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards and standards for mathematical practice. All standards must be listed in their entirety with their cluster heading included.

2. Materials drawn from other subject-matter areas are consistent with the currently adopted California standards at the appropriate grade level, including the *California Career Technical Education Model Curriculum Standards* where applicable.

3. Intervention components, if included, are designed to support students' progress in mathematics and develop fluency. Intervention materials should provide targeted instruction on standards from previous grade levels and develop student learning of the standards for mathematical practice.

4. Middle school acceleration components, if included, are designed to support students' progress beyond grade-level standards in mathematics. Acceleration materials should provide instruction targeted toward readiness for higher mathematics at the middle school level.

5. Teacher and student materials contain an overview of the chapters, clearly identify the mathematical concepts, and include tables of contents, indexes, and glossaries that contain important mathematical terms.

6. Support materials are an integral part of the instructional program and are clearly aligned with the *Common Core State Standards for Mathematics with California Additions.*

7. The grade-level content standards and the standards for mathematical practice demonstrating alignment to student lessons shall be explicitly stated in the student editions.

Category 3: Assessment

Instructional materials should contain strategies and tools for continually measuring student achievement. Formative assessment is a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way. Formative assessments can take multiple forms and occur over varied durations of time. They are to be used to gather information about student learning and to address student misunderstandings. Formative assessments are to provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

1. Not every form of assessment is appropriate for every student or every topic area, so a variety of assessment types need to be provided for formative assessment. Some of these could include (but is not limited to) graphic organizers, student observation, student interviews, journals and learning logs, exit ticket activities, mathematics portfolios, self- and peer-evaluations, short tests and quizzes, and performance tasks.

2. Summative assessment is the assessment of learning at a particular time point and is meant to summarize a learner's skills and knowledge at a given point of time. Summative assessments frequently come in the form of chapter or unit tests, weekly quizzes, end-of-term tests, or diagnostic tests.

3. All assessments should have content validity and measure individual student progress both at regular intervals and at strategic points of instruction. The assessments should be designed to:
   - Monitor student progress toward meeting the content and mathematical practice standards.
   - Assess all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications.
   - Provide summative evaluations of individual student achievement.
   - Provide multiple methods of assessing what students know and are able to do, such as selected response, constructed response, real-world problems, performance tasks, and open-ended questions.

- Assist the teacher in keeping parents and students informed about student progress.

4. Intervention aspects of mathematics programs should include initial assessments to identify areas of strengths and weaknesses, formative assessments to demonstrate student progress toward meeting grade-level standards, and a summative assessment to determine student preparedness for grade-level work.

5. Suggestions on how to use assessment data to guide decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards should be included.

6. Assessments that ask for variety in what students produce, answers and solutions, arguments and explanations, diagrams, mathematical models.

7. Assessment tools for grades six through eight help to determine student readiness for Common Core Algebra I and Common Core Mathematics I.

8. Middle school acceleration aspects of mathematics programs include an initial assessment to identify areas of strengths and weaknesses, formative assessments to demonstrate student progress toward exceeding grade-level standards, and a summative assessment to determine student preparedness for above grade-level work.

Category 4: Universal Access

Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

1. Comprehensive guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:
   - Working with students' misconceptions to strengthen their conceptual understanding.
   - Intervention strategies that describe specific ways to address the learning needs of students using rich problems that engage them in the mathematics reviewed and stress conceptual development of topics rather than focusing only on procedural skills.

- Suggestions for reinforcing or expanding the curriculum.
- Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with special needs.
- Help for students who are below grade level, including more explicit explanations with ample and different opportunities for review and practice of both content and mathematical practices standards, or other assistance that will help to accelerate student performance to grade level.
- Technology may be a used to aid in the implementation of these strategies.

2. Strategies for English learners that are consistent with the English Language Development Standards adopted under *Education Code* Section 60811. Materials incorporate strategies for English learners in both lessons and teacher's editions, as appropriate, at every grade level and course level.

3. Materials incorporate instructional strategies to address the needs of students with disabilities in both lessons and teacher's editions, as appropriate, at every grade level and course level, pursuant to *Education Code* section 60204(b)(2).

4. Teacher and student editions include thoughtful and well-conceived alternatives for advanced students and that allow students to accelerate beyond their grade-level content (acceleration) or to study the content in the *Common Core State Standards for Mathematics with California Additions* in greater depth or complexity (enrichment).

5. Materials should help students understand and use appropriate academic language and participate in discussions about mathematical concepts and reasoning. Materials should include content that is relevant to English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

6. Materials help English learners access challenging mathematics, learn content, and develop grade-level language. For example, materials might include annotations to help with comprehension of words, sentences and paragraphs, and give examples of the use of words in other situations. Modifications to language do not sacrifice the mathematics, nor do they put off necessary language development.

7. Materials are consistent with the strategies found in Response to Intervention and Instruction (https://www.cde.ca.gov/ci/cr/ri/).

8. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.

Category 5: Instructional Planning

Instructional materials must contain a clear road map for teachers to follow when planning instruction. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

1. A teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials, including modifications for English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

2. A list of program lessons in the teacher's edition, cross-referencing the standards covered and providing an estimated instructional time for each lesson, chapter, and unit.

3. Unit and lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing lessons.

4. A curriculum guide for the academic instructional year.

5. All components of the program are user friendly and, in the case of electronic materials, platform neutral.

6. Answer keys for all workbooks and other related student activities.

7. Concrete models, including manipulatives, support instruction of the *Common Core State Standards for Mathematics with California Additions* and include clear instructions for teachers and students.

8. A teacher’s edition that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve.

9. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources.

10. Homework activities, if included, that extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught.

11. Strategies for informing parents or guardians about the mathematics program and suggestions for how they can help support student progress and achievement.

Category 6: Teacher Support

Instructional materials should be designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the *Common Core State Standards for Mathematics with California Additions*. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

1. Clear, grade-appropriate explanations of mathematics concepts that teachers can easily adapt for instruction of all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

2. Strategies to identify, address, and correct common student errors and misconceptions.

3. Suggestions for accelerating or decelerating the rate at which new material is introduced to students.

4. Different kinds of lessons and multiple ways in which to explain concepts, offering teachers choice and flexibility.

5. Materials designed to help teachers identify the reason(s) that students may find a particular type of problem(s) more challenging than another (e.g., identify skills not mastered) and point to specific remedies.

6. Learning objectives that are explicitly and clearly associated with instruction and assessment.

7. A teacher's edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge of the subject, as necessary.

8. Explanations of the instructional approaches of the programs and identification of the research-based strategies.

9. Explanations of the mathematically appropriate use of manipulatives or other visual and concrete representations.

Appendix B: Learning Resources Display Centers (LRDCs)

The following sites have all instructional materials programs submitted for the 2014 Mathematics Adoption on public display, unless noted. It is recommended that members of the public call ahead for the hours of access.

Michelle Sanchez
Instructional Resource Center, Butte County Office of Education
5 County Center Drive
Oroville, CA 95965
Phone: 530-532-5820
Only has student & teacher editions.

Rovina Salinas
Contra Costa County Office of Education
Curriculum & Instruction Department
77 Santa Barbara Road
Pleasant Hill, CA 94523
Phone: 925-942-5332
No public access computers available.

Cathy Dickerson
Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501
Phone: 707-445-7074

Paz Delsid
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, CA 93721-2000
Phone: 559-265-3094

Kathy Hill
Kern County Superintendent of Schools
The Learning Center
Schools Services Center
705 South Union Avenue
Bakersfield, CA 93307
Phone: 661-852-5800

John Magneson
Merced County Office of Education
Instructional Services
632 West 13th Street
Merced, CA 95341
Phone: 209-381-6638
Only has student & teacher editions.

Catherine Cranson
Monterey County Office of Education
Instructional Resources and Technology Department
901 Blanco Circle
Salinas, CA 93912
Phone: 831-784-4155
Only has student & teacher editions.

Karen Wagner
San Diego County Office of Education
Learning Resource Display Center
5304 Metro Street Suite C
San Diego, CA 92110
Phone: 619-718-4987
Only has student & teacher editions.

Dollie Forney
Santa Clara County Office of Education
Learning Multimedia Center
1209 Ridder Park Drive, MC 232
San Jose, CA 95131
Phone: 408-453-6800

Deborah Stauss
Stanislaus County Office of Education
Technology Learning Resources
1100 H Street
Modesto, CA 95354
Phone: 209-238-1425

Nariman Ajluni
Tulare County Office of Education
Educational Resources Services
7000 Doe Avenue, Suite A
Visalia, CA 93291
Phone: 559-651-3031

Christopher Martone
University of California, Riverside
Rivera Library
3401 Watkins Drive
Riverside, CA 92517-5900
Phone: 951-827-3715

Lorna Lueck
University of California, Santa Barbara
Davidson Library, Curriculum Lab
Santa Barbara, CA 93106-9010
Phone: 805-893-7111

Rene Hohls
Ventura County Office of Education
5100 Adolfo Road
Camarillo, CA 93012
Phone: 805-437-1340