*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation 2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Amplify Education, Inc. | *Desmos Math California, Math I* | Mathematics I |

## Program Summary:

The *Desmos Math California, Math I* program includes the following: Teacher Edition (TE); Student Edition (SE); Assessment Resources (AR); Intervention, Extension, and Investigation Resources Ancillary; Math Language Development Resources Ancillary; Additional Practice Resources; Additional Practice Student Workbook; Student Digital License; Teacher Digital License.

## Recommendation:

*Desmos Math California, Math I* is recommended for adoption for Mathematics I because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: TE, pp. xlviii–liii
* Criterion 1.2: Launch-Monitor-Connect, Routine Facilitation Guide, Math 1, Unit 3, Lesson 1; Math 1, Unit 6, Lesson 8
  + Criterion 1.2: Launch-Monitor-Connect, Math 1, Unit 3, Lesson 1; Activity 1 Launch; Math 1, Unit 6, Lesson 14, Activity 1 Launch
  + Criterion 1.2: Big Ideas Development (e.g., Math 1, Unit 3, Overview; Math 1, Unit 5, Lesson 14; Math 1, Unit 6, Lesson 13; Math 1, Unit 3, Explore; Math 1, Unit 5, Explore; Math 1, Unit 4; Math 1, Unit 7)
  + Criterion 1.4: Math 1, Unit 1, Lesson 7; Math 1, Unit 2, Lesson 17; Math 1, Unit 7, Lesson 15; Math 1, Unit 3, Lesson 6; Math 1, Investigation 2

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* + Criterion 2.5: TE, p. 24, Math 1, Unit 1, Lesson 3 Activities (Teacher Moves)
  + Criterion 2.6: TE, pp. iv–x; SE, pp. G1–G24 (Glossary with illustrations)
  + Criterion 2.7: SE, pp. 9, 17, and at the beginning of every lesson
  + Criterion 2.8: TE, p. xxvii (scope and sequence); Assessment Resources, p. iii (showing Pre-Unit Check, End-of-Unit Assessment, Sub-Unit Quiz, Performance Task, and rubrics)
  + Criterion 2.9: TE, pp. iv–x; TE, p. 513A (Focus on Big Ideas)

### Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning.

#### Citations:

* + Criterion 3.1: SE, pp. 216–217, Watch Your Knowledge Grow
  + Criterion 3.2: AR, p. 236, Unit 5, End-of-Unit Assessment (e.g., problems 7a–7c)
  + Criterion 3.3: AR, pp. 171–184, Unit 4, End-of-Unit Assessment and Rubric
  + Criterion 3.4: TE, pp. 214d–214g, Unit 2, Pre-Unit Check, Assess and Respond
  + Criterion 3.5: AR, pp. 311–317, Unit 6, Performance Task
  + Criterion 3.6: TE, p. 35, Unit 1, Activity 2

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: Intervention, Extension, and Investigation Resources, pp. 171–3: support call-outs for Multilingual Learners, Accessibility, Math Identity and Community, Math Language Routines
  + Criterion 4.2: Intervention, Extension, and Investigation Resources Ancillary, pp. 3–80: Prerequisite Skills and Concepts Mini-Lessons; pp. 86–105, Extensions
  + Criterion 4.3: TE, p. 650: Differentiation Table
  + Criterion 4.4: Math Language Development Resources Ancillary (e.g., Word Bank, p. 19; sentence frames, p. 26; Frayer model, p. 3)
  + Criterion 4.5: Math Language Development Resources Ancillary, p. 2, Multiple Word Meanings and Leveled Guidance
  + Criterion 4.7: Online Teacher Presentation Screens, Unit 6, Lesson 21

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* + Criterion 5.2: TE, pp. 35–37A
  + Criterion 5.3: TE, pp. 1A–1I
  + Criterion 5.5: TE, pp. 116–122
  + Criterion 5.9: TE, p. 78, “Differentiation” section for each part
  + Criterion 5.10: TE, p. 62, “Synthesis” section for each part

## Edits and Corrections:

None.

## Social Content Citations

None.

California Department of Education, August 2025