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

# Review Panel Advisory Recommendation2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Carnegie Learning | *California ClearMath 6-8* | 6–8 |

## Program Summary:

The *California ClearMath 6–8* program includes the following: Print Components (Teacher Implementation Guide Overview (TIGO), Teacher’s Implementation Guide (TIG), Student Edition (SE)); Digital Components (Multilingual Learner Support Handbook, Mathematical Progressions and Connections, Topic Summaries, Assessment Guide, Printable Skills Practice and Answer Keys, Printable Assessments and Answer Keys, Printable Student Assignments and Answer Keys, Printable Topic Performance Tasks, Activate Activities, MATHia Workspaces, MATHstream Interactive Videos, and Clear Learning Center (CLC).)

## Recommendation:

The *California ClearMath 6–8* program is recommended for adoption for grades 6–8 because it is aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the evaluation 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: Grade 6, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices”
* Criterion 1.1: Grade 7, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices
* Criterion 1.1: Grade 8, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices
* Criterion 1.2: Grade 8, TIGO pp. Pp. 5–27
* Criterion 1.3: Grade 6, Module 2 Topic 4 Lesson 1: It’s All Relative (Introduction to Ratios) - Concept Lesson, SE p.106
* Criterion 1.4: Grade 6, CLC, Module 2: Topic 4: Lesson 6: Session 1 “Picture Perfect (Population Density)”

### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards through blended learning. Instructional materials have strengths in access to digital resources.

#### Citations:

* + Criterion 2.1: Grade 7, TIG pp. 1A–1B Module Overview
	+ Criterion 2.3: Grade 6, CLC, Module 2: Topic 4: Lesson 6: Session 1 “Picture Perfect” (Population Density)
	+ Criterion 2.4: Grade 6, TIG, pp. TIGO 68–69. “Introducing Effective Planning and Teacher Supports: Navigating Concept Lesson Facilitation Notes”; Grade 8 TIGO pp. 68–69 “Introducing Effecting Planning and Teacher Supports: Navigating Concept Lesson Facilitation Notes”
	+ Criterion 2.5: Grade 6, Module 2 Topic 4 Lesson 5 “Using Double Number Lines to Determine Equivalent Ratios”
	+ Criterion 2.7: Grade 8, Module 2 Topic 4 Lesson 5 p. 119 “California: Big Ideas,” p. 120 Explore and Develop Activity 1: “Habits of Mind”

### Criteria Category 3: Assessment

The instructional materials contain opportunities and strategies for formative and summative assessment of student learning and next steps. Instructional material strengths include the use of online assessment tools and data insights.

#### Citations:

* + Criterion 3.1: Grade 6, TIGO pp 85–92 “Introducing Comprehensive Assessment and Data-Driven Instruction”; Grade 8, TIGO pp. 85–92 “Introducing Comprehensive Assessment and Data Driven Instruction”
	+ Criterion 3.2: Grade 6, CLC, Module 3, Topic 7, End-of-Topic Assessments
	+ Criterion 3.6: Grade 7, TIGO 50–51. “Unpacking a Re-Engagement Lesson – Inside the Student Experience” (<https://explore.carnegielearning.com/view/70019605/52/>)
	+ Criterion 3.4: Grade 8 TIG pp. 374H “Supporting Learning Through Assessment” (<https://explore.carnegielearning.com/view/70019605/52/numbers>)

### Criteria Category 4: Access and Equity

Materials provide equitable access to learning through adaptive problem-solving, interactive assignments, and other forms of differentiation. Instructional resources provide guidance to support English learners, advanced learners, and students with learning disabilities. Teacher implementation guides embed purposeful questioning throughout lessons so students can make sense of their learning.

#### Citations:

* + Criterion 4.1: Grade 8, TIG p. TIGO 80 “Embedding Language Development into Instruction”
	+ Criterion 4.4: Grade ,7 Module 3 Topic 6 Overview, TIG pp. 184I–184J
	+ Criterion 4.5: Grade 8, TIG p. TIGO 80 “Embedding Language Development into Instruction”
	+ Criterion 4.6: Grade 6, Module 2 Topic 4 MATHia “Differentiating Additive and Multiplicative Relationships”
	+ Criterion 4.7: Grade 7, SE, Module 1, Topic 1, Lesson 5: Pound for Pound, Inch for Inch, pp. 23–29.

### 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 accessible.

#### Citations:

* + Criterion 5.1: Grade 6, TIGO p. 57 “Framing the Math Arc in a Module Overview” TIGO pp. 58–59 “Preparing for Instruction with the Topic Overview pp. 61–65 “Navigating Concept Lesson Facilitation Notes”
	+ Criterion 5.2: Grade 8, TIGO “Learning with Mathia” Volume 2 p. 374G
	+ Criterion 5.3: Grade 6, TIG 39A Topic 2 “Lesson Structure and Pacing Guide”
	+ Criterion 5.4: Grade 8, TIG pp. TIGO 7–19, “Intro to Clear Math Grade 8”; pp. TIGO 20–27, “Introducing the Course Sequence”
	+ Criterion 5.9: Grade 7, TIG p. TIGO 79, Supporting Language Development for All Students – Equitable Instruction for Diverse Classrooms

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 7 | TIG, Volume 1 | p. 85B | Math Language Routine: “In Question 5 of Activity 2, Answering the Questions, students determine the percent off a game.” | “In Question 1 of Activity 2, Answering the Question, students determine the percent off a game.” | Incorrect question number and title |

## Social Content Citations

None

California Department of Education, August 2025