*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)** |
| --- | --- | --- |
| EdGems Math | *California EdGems Math 1, 2, and 3* | 6–8 |

## Program Summary:

The *California EdGems Math 1, 2, and 3* Mathematics program includes the following: Student Interactive Textbook (SIT), Teacher’s Guide (TG), and Digital Program (DP).

## Recommendation:

The *California EdGems Math 1, 2, and 3* 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 (Course 1) TG pp. xiv–xxi “Content Standards Alignment”
* Criterion 1.1: Grade 7 (Course 2) TG pp. xiv–xxi “Content Standards Alignment”
* Criterion 1.1: Grade 8 (Course 3) TG pp. xiv–xxi “Content Standards Alignment”
* Criterion 1.2: Grade 8 (Course 3) SIT Unit 5, Lesson 1, pp. 295–96; TG, p. 165, “Implementation Recommendation” (<https://s3.us-east-2.amazonaws.com/edgems-math/313ed6260bc697e82e0e5c07411c1157c8c27e59.pdf?mask=1>)
* Criterion 1.3: Grade 8 (Course 3) Unit 8 (<https://s3.us-east-2.amazonaws.com/edgems-math/97cf0bf98c2adcaebaa5770dd71c171e209decc3.pdf?mask=1>)
* Criterion 1.4: Grade 7 (Course 2) Unit 10 (<https://s3.us-east-2.amazonaws.com/edgems-math/204cf9f07a4915f575d131ac6ec18aab63da2877.pdf?mask=1>)

### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards.

#### Citations:

* + Criterion 2.1: Grade 6 (Course 1) Unit 1, TG, pp. 1– 2 “Overview”; “Big Ideas Unit Overlay” pp. v–vii
	+ Criterion 2.2: “Explore” Grade 7 (Course 2) Lesson 4.1 pp. 111– 112; Grade 8 (Course 3) SE, p.5 “Storyboard Launch” and pp. 89–90 “Storyboard Finale”
	+ Criterion 2.4: Grade 8 (Course 3) Lesson 5.2 (<https://drive.google.com/file/d/17G004D0jVbIN5nTjcP0n8o-lOU3iib5l/view?usp=drive_link>)
	+ Criterion 2.5: Grade 7 (Course 2) (<https://app.edgems.com/#/preview/67b8a35a644dafc3c94d49c0/unit/67f9011c03abee256cdce07a/page/67efeb8e1bae44015ab87fa7?mode=teacher>)

### Criteria Category 3: Assessment

The instructional materials contain opportunities for student self-assessment to develop metacognition, formative and summative assessment for teachers to assess student understanding, and strategies to determine next steps.

#### Citations:

* + Criterion 3.1: Grade 6 (Course 1) Unit 1, (<https://s3.us-east-2.amazonaws.com/edgems-math/c7b4ab87bbeb103d399f6b5a957fce474eb56dbd.pdf?mask=1>) ; Grade 7 (Course 2) TG, “Exit Card” p. 144.
	+ Criterion 3.2: Grade 7 (Course 2) Unit 1, (<https://drive.google.com/file/d/1OncnxYHbCKmzVRA5LecXi-BXjFtTxwW-/view?usp=drive_link>) (digital)
	+ Criterion 3.3: Grade 8 (Course 3) Unit 2, (digital); SE pp. 93– 94; (<https://s3.us-east-2.amazonaws.com/edgems-math/ada7e16f31fab151daec2e577c9fe0f67e93501a.pdf?mask=1>)
	+ Criterion 3.4: Grade 7 (Course 2) Unit 1, Lesson 1.2 “Formative Assessment Guidance” TE, p.17

### Criteria Category 4: Access and Equity

Program materials incorporate principles, concepts, and research-based strategies that meet the needs of all students and provide access for English language learners. Additionally, instructional resources include MTSS strategies for teachers to differentiate instruction for all learners. Including advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: Grade 6 (Course 1) Unit 3, Lesson 3.1 TG “Deep Dive: Math Language Routines” p. 100
	+ Criterion 4.3: Grade 8 (Course 3) Unit 1, Lesson 1.1–1.2 “Differentiation Day” TG p. 20; Grade 7 (Course 2) Lesson 9.1 (digital) (<https://app.edgems.com/#/preview/67b8a35a644dafc3c94d49c0/unit/67f9011c03abee256cdce07a/page/67efeb8e1bae44015ab87fa7?mode=teacher>)
	+ Criterion 4.4: Grade 7 (Course 2) SE Unit 1 Vocabulary pp. 7– 8; Grade 6 (Course 1) Unit 3, Lesson 3.1 TG “Deep Dive: Math Language Routines” p. 100

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for the year 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. Instructional design enhances targeted instruction for all learners.

#### Citations:

* + Criterion 5.1: Grade 6 (Course 1) TG pp. 1–5 (<https://s3.us-east-2.amazonaws.com/edgems-math/86b066384df55fd03e6936534c4f7ffcf4337f22.pdf?mask=1>)
	+ Criterion 5.2: Grade 7 (Course 2) Unit 5, Lesson 5.1 “Deep Dive” pp. 145–149
	+ Criterion 5.4: Grade 6 (Course 1) Pacing Guide pp. xxii–xxv
	+ Criterion 5.9: Grade 8 (Course 3) slide 11 ([Lesson Presentation: https://docs.google.com/presentation/d/1XoAYkAUXp80mGQ4YglMWb2FAdT5ERDPb/edit?slide=id.p11#slide=id.p11](https://docs.google.com/presentation/d/1XoAYkAUXp80mGQ4YglMWb2FAdT5ERDPb/edit?slide=id.p11#slide=id.p11))
	+ Criterion 5.10: Grade 8 (Course 3) TG pp. 2–5 (<https://drive.google.com/file/d/1FTZF5qQA7ZUHR8iFKV-H1mCrtLbUyQgm/view?usp=drive_link>)

## 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 | 6 | SEUnit 7Lesson 1 | 79 | #4: “Graph the number 3 and it’s opposite on the number at right.” | “Graph the number 3 and its opposite on the number to the right.” | Grammar & incorrect preposition |
| 2 | 6 | SEUnit 5Lesson 5 | 326 | Extra Example #1: “Show that y + 4y + 1 + 9 and 5y + 10 are equivalent equations.” | “Show that y + 4y + 1 + 9 and 5y + 10 are equivalent expressions.” | Incorrect academic term |

## Social Content Citations

None

California Department of Education, August 2025