

<b>Titles of Material(s)</b>		<b>Grade(s) Evaluated</b>	
<b>Publisher</b>	Big Ideas Learning, LLC	<b>Reviewer</b>	



## Review Summary

Gateway		Criterion	Score	Rating
<b>1</b>	<b>Alignment with the Oklahoma Academic Standards and Coherence</b>	<b>1.1 Alignment with the Oklahoma Academic Standards</b>	/ 14	
		<b>1.2 Learning Progressions and Coherence</b>	/ 10	
		<b>Gateway 1 Sub-Total</b>	<b>/ 24</b>	
<b>2</b>	<b>Building Student Knowledge</b>	<b>2.1 Student Opportunities to Engage in Mathematical Actions and Processes</b>	/ 14	
		<b>2.2 The Actions and Processes of the Oklahoma Academic Standards</b>	/ 12	
		<b>2.3 Assessment</b>	/ 14	
		<b>Gateway 2 Sub-Total</b>	<b>/ 40</b>	
<b>3</b>	<b>Teacher and Student Supports and Usability</b>	<b>3.1 Differentiation, Scaffolding, and Supports for All Learners</b>	/ 10	
		<b>3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards</b>	/ 10	
		<b>Gateway 3 Sub-Total</b>	<b>/ 20</b>	
<b>Overall Rating</b>			<b>Total Score</b>	<b>Final Rating</b>
<b>Exemplifies Quality:</b> All Gateways are Exemplifies Quality <b>Approaching Quality:</b> All Gateways are Approaching Quality or Better <b>Not Representing Quality:</b> Any Gateway is Not Representing Quality			<b>/84</b>	

## Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

The instructional materials are coherent and consistent with the Oklahoma Academic Standards that specify what all students should know and be able to do as learners of mathematics at the end of each grade level.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
<b>Criterion 1.1: Alignment to the Oklahoma Academic Standards</b> The instructional materials align with the Oklahoma Academic Standards for Mathematics.	1a. - 1f.	<b>14</b>
<b>Criterion 1.2: Learning Progressions and Coherence</b> The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.	1g. - 1j.	<b>10</b>
		<b>24</b>



Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<p><b>1a. The materials provide students with opportunities to develop a deep understanding of numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another, as represented in the Oklahoma Academic Standards for Mathematics Numbers &amp; Operations strand.</b></p> <p><b>In math courses that do not have an applicable Numbers &amp; Operations strand to reference, instructional materials provide students with the opportunity to apply their deep understanding of numbers to the other strands represented in the Oklahoma Academic Standards for Mathematics.</b></p>	<ul style="list-style-type: none"> <li>Do the materials prompt students to relate and connect numbers?</li> <li>Do the materials include a variety of models to develop number sense concepts?</li> </ul>	0 1 2	<p>Big Ideas Math meets 100% of the Oklahoma Academic Standards for Mathematics. Please refer to the correlation document for a detailed analysis of the coverage.</p> <p>For examples in the Numbers and Operations strand see:</p> <p>Grade 6, Section 7.5            Grade 7, Section 2.1            Pre-Algebra, Section 5.6            Algebra 1, Section 6.3            Algebra 2, Section 3.4</p>	

<p><b>1b. The instructional materials provide students with opportunities to understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent, understand, and predict quantitative relationships; and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra &amp; Algebraic Reasoning and/or Functions strands.</b></p> <p><b>In math courses that do not have an applicable Algebra &amp; Algebraic Reasoning or Functions strand to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</b></p>	<ul style="list-style-type: none"> <li>• Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematics in various contexts?</li> <li>• Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model mathematics in various contexts?</li> <li>• Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships?</li> </ul>	<p>0 1 2</p>	<p>Big Ideas Math meets 100% of the Oklahoma Academic Standards for Mathematics. Please refer to the correlation document for a detailed analysis of the coverage.</p> <p>For examples in the Algebra &amp; Algebraic Reasoning and/or Functions strands see:</p> <p>Grade 6, Section 5.2 Grade 7, Section 4.6 Pre-Algebra, Section 2.2 Algebra 1, Section 3.1 Algebra 2, Section 1.2</p>
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Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<p><b>1c. The instructional materials provide students with opportunities to develop arguments based on geometric relationships; describe spatial relationships using coordinate geometry and other representational systems; apply transformations and symmetry to analyze mathematical situations; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements, as represented in the Oklahoma Academic Standards for Mathematics Geometry and Measurement strand; the Reasoning &amp; Logic, Two-Dimensional Shapes, Three-Dimensional Shapes, Circles, and Right Triangle Trigonometry strands within the Oklahoma Academic Standards for Geometry; or the Conic Sections and Trigonometry strands within the Oklahoma Academic Standards for Precalculus.</b></p> <p><b>In math courses that do not have an applicable Geometry &amp; Measurement strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</b></p>	<ul style="list-style-type: none"> <li>Do the materials include tasks that prompt students to recall, generate, model, and justify geometric concepts?</li> <li>Do the materials include tasks with a variety of two- and three-dimensional objects to promote visualization, spatial reasoning, and geometric modeling?</li> </ul>	0 1 2	<p>Big Ideas Math meets 100% of the Oklahoma Academic Standards for Mathematics. Please refer to the correlation document for a detailed analysis of the coverage.</p> <p>For examples in the Geometry strands see:</p> <p>Grade 6, Section 8.7 Grade 7, Section 6.2 Pre-Algebra, Section 7.1 Geometry, Sections 1.1, 3.2, 9.2, 10.1, 12.1,</p>	



<p><b>1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data; to collect, organize, and display relevant data; to select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions based on data; and to understand and apply basic concepts of probability, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand or the Statistical Questions, Data Collection, Data Analysis, Interpretation of Results, and Probability strands in the Oklahoma Academic Standards for Statistics &amp; Probability.</b></p> <p><b>In math courses that do not have an applicable Data &amp; Probability strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</b></p>	<ul style="list-style-type: none"><li>• Do the materials include a variety of student interests and prompt student investigation to collect, organize, and display data?</li><li>• Do the materials model the use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics) of data and mathematical relationships?</li></ul>	0 1 2	<p>Big Ideas Math meets 100% of the Oklahoma Academic Standards for Mathematics. Please refer to the correlation document for a detailed analysis of the coverage.</p> <p>For examples in the Data and Probability strands see:</p> <p>Grade 6, Section 9.3 Grade 7, Section 8.5 Pre-Algebra, Section 4.5 Algebra 1, Section 8.1 Algebra 2, Section 9.2</p>
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Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Publisher Evidence	
*1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.	<ul style="list-style-type: none"> <li>Are all Oklahoma Academic Standards for the course supported by the content of the materials?</li> <li>Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards?</li> </ul>	0 2 4	Big Ideas Math meets 100% of the Oklahoma Academic Standards for Mathematics. Correlations to the Oklahoma Math Standards are located in the front matter of the Teaching Edition. These point educators to the exact location of the grade level objective. Additionally, FOCUS on Major Work is in Chapter Overviews and Section Overviews throughout the program, found in the Teaching Edition. Additionally, the Learning Target and Success Criteria are stated at the beginning of every chapter in the Teaching Edition and at the beginning of every section in the Student and Teaching Editions. Laurie's Notes, in the Teaching Edition, also provide	





			integrated point-of-use suggestions for making connections back to those goals, as well as continual insights on where students are in their learning progression, within and across grades.
<b>1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant application in real-world experiences including but not limited to college majors, postsecondary programs, and careers.</b>	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2	In each section, students have several opportunities to engage in meaningful and relevant problems. Featured throughout each book are Modeling Real Life (AGA) or Connecting to Real Life (6-8) examples and exercises for students to apply their knowledge and understanding using multiple solution methods.
<b>Criterion 1.1 Summary</b>	<b>Rating Levels</b>	<b>Sub-Total</b>	<b>Rating</b>
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	



**Criterion 1.2  
Learning Progressions and  
Coherence**

The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.

Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>1g. The amount of content designated for one grade level is viable for one school year and fosters coherence from one grade level to the next.</b></p>	<p>Do the instructional materials allow for reasonable completion in one academic year and connect content knowledge from one year to the next?</p>	<p>0 1 2</p>	<p>In the Teaching Edition, the beginning of each chapter contains a recommended pacing guide. Pacing for the course is viable for one school year.</p> <p>As an example, see: Grade 6, page 54A Algebra 1, page 72</p> <p>The Progressions tables <b>COHERENCE Through the Grades</b> and <b>COHERENCE Through the Chapter</b> provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition.</p>



<p><b>1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics.</b></p> <ul style="list-style-type: none"><li>• <b>Materials relate grade-level concepts explicitly to prior knowledge from earlier grades.</b></li><li>• <b>Materials develop according to the grade-by-grade progression in the Standards. If past or subsequent grades' content is included, it is clearly identified and related to grade-level work.</b></li></ul>	<ul style="list-style-type: none"><li>• Are the materials consistent with the progression in the standards?</li><li>• Is grade-level content connected to specific standards from earlier grades?</li></ul>	0 1 2	<p>The Progressions tables <b><i>COHERENCE Through the Grades and COHERENCE Through the Chapter</i></b> provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition. Additionally, many of <b>Laurie's Notes (AGA) or Nick's Notes (6-8) Chapter Overviews and Laurie's Notes (AGA) or Nick's Notes (6-8) Section Overviews</b> provide summaries about prior and future learning that informs teachers of the conceptual progression of the chapter or section.</p>
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<p><b>*1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.</b></p>	<ul style="list-style-type: none"><li>• Do materials concentrate on the mathematics of the grade as referenced in the Oklahoma Academic Standards?</li><li>• Do the materials support student engagement with appropriate grade-level activities?</li></ul>	0 2 4	<p>Students have multiple opportunities to engage with grade-level activities in the program. Each section begins with an Explore It! (AGA) or an Investigate (6-8). These provide the opportunity to develop conceptual understanding of a math topic. Then students have several opportunities with lesson Examples, In-Class Practice, Self-Assessment, and Exercises to continue engagement with the topic.</p>
<p><b>1j. The materials foster coherence across a single grade through connections among the Oklahoma Academic Standards for Mathematics.</b></p>	<p>Are there problems and activities that serve to connect two or more standards in a strand or two or more strands in a grade?</p>	0 1 2	<p>The Progressions tables <b>COHERENCE Through the Grades</b> and <b>COHERENCE Through the Chapter</b> provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition.</p>

<b>Criterion 1.2 Learning Progressions and Coherence</b>	The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.		
<b>Indicators</b>	<b>Guiding Questions</b>	<b>Score</b>	<b>Publisher Evidence</b>
<b>Criterion 1.2 Summary</b>	<b>Rating Levels</b>	<b>Sub-Total</b>	<b>Rating</b>
	<b>Exemplifies Quality: 8 - 10 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6</b>	<b>/ 10</b>	



Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
<b>24</b>	Exemplifies Quality: 20 - 24		
	Approaching Quality: 13 - 19		
	Not Representing Quality: 0 - 12		
<b>Gateway 1 Comments</b>			



## Gateway 2: Building Student Knowledge and Access

Gateway 2 examines the way materials provide opportunities for students to engage with, discuss, problem-solve, and deeply understand mathematics.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
<b>Criterion 2.1: Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)</b> The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.	2a. - 2g.	<b>14</b>
<b>Criterion 2.2: The Actions and Processes of the Oklahoma Academic Standards for Mathematics</b> The instructional materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.	2h. - 2l.	<b>12</b>
<b>Criterion 2.3 Assessment</b> The instructional materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	2m. - 2r.	<b>14</b>
		<b>40</b>

<b>Criterion 2.1</b> <b>Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)</b>		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<b>2a. Attention to Developing a Deep and Flexible Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific academic standards and objectives.</b>	<ul style="list-style-type: none"> <li>• Are tasks and lessons in a sequence connected by an overarching mathematical concept and/or common context that links the mathematics and tasks?</li> <li>• Do the materials regularly include opportunities for students to apply and use mathematics in non-routine problems in the learning sequence?</li> </ul>	0   1   2	Each section provides students the opportunity to develop conceptual understanding of a math topic using a consistent process. The Student Edition and Teaching Edition each contribute to this development. <ul style="list-style-type: none"> <li>- Explore It! (AGA) and Investigate (6-8): Students continue developing conceptual understanding using models, tools, or real-life applications. Development is encouraged through questions in the Student Edition and teacher-posed questions or prompts in the Teaching Edition.</li> <li>- Examples and Exercises: The conceptual understanding development is then carried throughout the</li> </ul>	



			<p>lesson to help students connect that understanding to the procedural skills. Students are required to use models and tools and to answer questions that show conceptual understanding.</p>
<p><b>2b. Attention to Developing Accurate and Appropriate Procedural Fluency: The materials provide intentional opportunities for students to develop procedural skills fluently, especially where called for in specific academic standards and objectives.</b></p>	<ul style="list-style-type: none"> <li>• Do the materials provide students with opportunities to apply math and problem solving procedures to a variety of problems and contexts accurately, efficiently, and flexibly?</li> <li>• Do the materials consistently provide students with opportunities to justify their choices of procedures when solving problems and to strengthen their understanding and skill through practice?</li> </ul>	<p>0 1 2</p>	<p>Throughout the program, students have multiple opportunities to develop and practice procedural skills. In each section, students begin developing procedural skills in the Self-Assessment exercises (AGA) and In-Class Practice exercises (6-8) that follow the examples. They follow that up with Practice exercises at the end of each section. Students can then apply these procedures to solve other mathematical problems.</p>

Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<p><b>2c. Attention to Developing Mathematical Reasoning: Materials prompt students to explore and communicate a variety of reasoning strategies to think through problems and includes opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.</b></p>	<ul style="list-style-type: none"> <li>Do students have opportunities to construct viable arguments and analyze the arguments of others (e.g. analyzing student work, conversation stems)?</li> <li>Are students presented with tasks that enable them to reason with mathematics, discuss, and debate appropriate processes and solutions (e.g. collaborative activities, math talks)?</li> </ul>	0 1 2	<p>Throughout each chapter, students are asked to create, test, discuss, and analyze their mathematical methods and reasoning strategies. Students are given opportunities throughout the Student Edition to develop strategies. Teachers are given helpful tips and activities throughout the Teaching Edition to further the student's ability to reason through those strategies.</p>	
<p><b>2d. Attention to Developing the Ability to Communicate Mathematically: Materials explicitly attend to students discussing, writing, reading, interpreting, and translating ideas and concepts mathematically, increasing their use of mathematical language and terms and analysis of mathematical definitions as they progress through each grade level or course.</b></p>	<ul style="list-style-type: none"> <li>Do materials attend to the specialized language of mathematics?</li> <li>Do the materials provide opportunities for students to communicate mathematically using multiple methods (e.g., presentation, model)?</li> </ul>	0 1 2	<p>Understanding the value of student discourse, Laurie's Notes (AGA) and Nick's Notes (6-8) contain point-of-use suggestions for not only promoting student discourse, but also encouraging students to listen to the reasoning of their classmates and critiques of their own reasoning.</p>	

<p><b>2e. Attention to Developing Strategies for Problem Solving: Materials include multiple entry points and strategies for students to select from to pursue solutions to various mathematical tasks.</b></p>	<ul style="list-style-type: none"> <li>• Do the materials include strategies for students to discuss and reflect on their own problem-solving strategies for mathematics?</li> <li>• Do the materials provide strategies for students to compare a problem solving strategy to alternative problem-solving strategies?</li> </ul>	<p>0 1 2</p>	<p>The program provides students opportunities to choose tools and strategies to solve mathematical problems, whether the tool be a model, diagram, manipulative, strategy, technology tool, or simply a problem-solving plan. The Problem-Solving Plan is embedded throughout the student edition. It prompts students to Understand the Problem, Make a Plan, and Solve and Check. For an example see Grade 6 page 66.</p>
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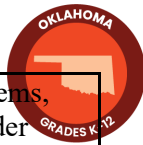
<b>Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)</b>		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<b>2f. Attention to Developing a Productive Mathematical Disposition: Materials include opportunities for students to make use of patterns and mathematical structures and develop the ability to persevere and become resilient, effective problem solvers.</b>	<ul style="list-style-type: none"> <li>Do the materials provide opportunities for students to collaborate with one another, reflect, and ask clarifying questions to develop a value for alternative ways of knowing?</li> <li>Do the materials encourage a student mindset that problem solving extends beyond procedural or algorithmic activities with a goal that is limited to the identification of a correct answer?</li> </ul>	0 1 2	Every lesson includes opportunities for students to apply and problem solve with "Modeling Real Life" and "Connecting to Real Life" applications that are accompanied with stepped-out examples and followed by problem-solving exercises, including Dig Deeper problems.	
<b>2g. Attention to Developing the Ability to Make Conjectures, Model, and Generalize: Materials include opportunities to make predictions, draw conclusions, and make sense of problems through the use of modeling and other problem-solving strategies.</b>	<ul style="list-style-type: none"> <li>Do the materials prompt students to make a prediction about possible outcomes to a question and explain with reasoning?</li> <li>Do the materials allow students to make connections between ideas, refine processes, and extend their known strategies to apply to larger numbers and problems?</li> </ul>	0 1 2	Students are encouraged to use a variety of tools such as manipulatives, models, diagrams, verbal models, and technological tools to explore and communicate mathematical ideas. Through interactive explorations, students are exposed to technological resources to help them in understanding the mathematics.	



	Rating Levels	Sub-Total	Rating
<b>Criterion 2.1 Summary</b>	<b>Exemplifies Quality: 12 - 14</b> <b>Approaching Quality: 8 - 11</b> <b>Not Representing Quality: 0 - 7</b>	/	

<b>Criterion 2.2</b> <b>The Actions and Processes of</b> <b>the Oklahoma Academic</b> <b>Standards for Mathematics</b>		The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<p><b>*2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.</b></p>	<p>Do the materials provide learning goals with opportunities for the teacher and students to identify what they are learning and how their daily learning connects to a longer learning progression?</p>	<p>0 2 4</p>	<p>Learning Targets and Success Criteria are provided for every chapter and lesson to establish the learning goal. They are written as “I can...” statements for the student. In addition to stating the Learning Target and Success Criteria at the beginning of every section in the Student and Teaching Editions, Teaching notes, also found in the Teaching Edition, provide integrated point-of-use suggestions for making connections back to those goals, as well as continual insights on where students are in their learning progression, within and across grades. The Self-Assessment tool allows students to monitor their own progress towards mastery of the learning target and success criteria for every lesson and</p>	

			chapter, providing teachers with valuable insight into how students perceive their learning.
<b>2i. Materials regularly embed activities that engage students in solving and discussing tasks that promote mathematical reasoning and problem-solving which allow multiple entry points and varied solution strategies.</b>	Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?	0 1 2	Performance Tasks included in the Student Edition allow students to transfer their knowledge of the content from the chapter and apply it to real-life situations. Teachers will also find STEAM Videos and corresponding Performance Tasks online.
<b>2j. Materials frequently engage students in making connections among math representations to use as tools for problem-solving and to deepen their understanding of math concepts and procedures.</b>	Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?	0 1 2	The program provides students opportunities to choose tools and strategies to solve mathematical problems, whether the tool be a model, diagram, manipulative, strategy, technology tool, or simply a problem-solving plan. Throughout the program students are encouraged to problem-solve and use tools strategically with labels such as: Choose Tools, Recognize Usefulness of Tools, Use Other Resources, Use Technology to Explore, CHOOSE TOOLS, USING TOOLS, Explain the Meaning, Find Entry Points, Analyze Givens, Interpret a Solution, Make a Plan,



			Consider Similar Problems, Check Progress, Consider Simpler Forms, PROBLEM SOLVING, THOUGHT PROVOKING, DIG DEEPER
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Criterion 2.2 The Actions and Processes of the Oklahoma Academic Standards for Mathematics		The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>2k. Materials include support for teachers to facilitate discourse among students which builds a shared understanding of mathematical ideas through students' analysis and comparison of approaches and arguments.</b></p>	<ul style="list-style-type: none"> <li>Do the materials include scaffolds for the teacher to model effective mathematical dialogue?</li> <li>Do the materials include resources or strategies to build students' mathematical vocabulary (e.g., stories, pictures, classroom charts).</li> <li>Do the materials include rich mathematical tasks that allow students to construct viable arguments and critique the reasoning of others?</li> </ul>	0 1 2	<p>Understanding the value of student discourse, Laurie's Notes (AGA) and Nick's Notes (6-8) contain point-of-use suggestions for not only promoting student discourse, but also encouraging students to listen to the reasoning of their classmates and critiques of their own reasoning.</p>





<p><b>2I. The materials use student-relevant questions to assess and advance reasoning and sense-making about important math ideas and relationships.</b></p>	<p>Do the materials use questions that refer to a variety of student interests and connect mathematical concepts to real-world issues, problems, and contexts?</p>	<p>0 1 2</p>	<p>In each section, students have several opportunities to engage in meaningful and relevant problems. Featured throughout each book are Modeling Real Life (AGA) and Connecting to Real Life (6-8) examples and exercises for students to apply their knowledge and understanding using multiple solution methods.</p>
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	Rating Levels	Sub-Total	Rating
<p><b>Criterion 2.2 Summary</b></p>	<p>Exemplifies Quality: 10 - 12 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6</p>	<p>/</p>	



Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>2m. The materials provide strategies and guidance for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.</b></p>	<p>Do the materials include strategies, prompts, formative assessment probes, or other guidance that support teachers in gathering information on students' prior knowledge, both within and across grade levels, in order to guide grade-level instruction and differentiation?</p>	<p>0 1 2</p>	<p>The Pre-Course Test can be used as a screener assessment at the beginning of the course. The skills in the assessment are from the previous grade. Teachers can use the provided the results of the assessment to determine which skills require intervention for individual students.</p>
<p><b>2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.</b></p>	<ul style="list-style-type: none"> <li>• Do the materials include tasks that ask students to produce models, practice fluency, create arguments, justify their answers, attend to mathematical practices, and make relevant connections?</li> <li>• Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or a teacher on the task?</li> </ul>	<p>0 1 2</p>	<p>Throughout the program students have multiple opportunities for spaced practice and number sense development. Each section provides opportunities for procedural fluency with examples, Self-Assessment (AGA) and In-Class Practice (6-8) exercises, and Practice exercises, in addition to practicing basic skills in the Review &amp; Refresh. Additionally, prior to each chapter, students can practice cumulative and prerequisite skills.</p>



Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>*2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.</b></p>	<ul style="list-style-type: none"> <li>Do the materials provide a variety of assessments including ongoing, formative, interim/benchmark, and summative?</li> <li>Do materials denote what standard is being assessed by each item?</li> <li>Are students able to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)?</li> </ul>	<p>0 2 4</p>	<p>The online platform contains summative assessment. Assigning these assessments digitally will give teachers detailed reports on performance and standards. See mid-chapter tests, practice tests, chapter tests, performance tasks, and course benchmark tests (pre course, post course, and quarterly).</p>
<p><b>2p. The materials encourage students to monitor their own progress and set academic goals.</b></p>	<ul style="list-style-type: none"> <li>Do materials provide opportunities for students to monitor their own progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form)?</li> <li>Do the materials include scaffolds (e.g., guiding questions, graphic organizers) for students to set math learning goal(s) for themselves?</li> </ul>	<p>0 1 2</p>	<p>Learning Targets and Success Criteria are provided for every chapter and lesson to establish the learning goal. There are written as “I can...” statements for the student. In addition to stating the Learning Target and Success Criteria at the beginning of every section in the Student and Teaching Editions, teaching notes, also found in the Teaching Edition, provide</p>



		<p>integrated point-of-use suggestions for making connections back to those goals, as well as continual insights on where students are in their learning progression, within and across grades.</p> <p>The Self-Assessment tool allows students to monitor their own progress towards mastery of the learning target and success criteria for every lesson and chapter, providing teachers with valuable insight into how students perceive their learning.</p> <p>The Formative Check provides teachers with immediate feedback on student progress, making it easy to differentiate and provide support where it is needed the most. The Student and Teaching Editions have formative assessments built into the daily lesson structure.</p>
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<b>Criterion 2.3 Assessment</b>		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
<b>Indicators</b>	<b>Guiding Questions</b>	<b>Score</b>	<b>Publisher Evidence</b>	
<b>2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</b>	<ul style="list-style-type: none"> <li>Do materials support the usage of a variety of accommodations that allow the student to demonstrate their knowledge, skills, and abilities?</li> <li>Do materials support the usage of a variety of accommodations that alter the experience including alterations of timing, setting, presentation, and response?</li> <li>Are students presented with assessment tasks that have more than one method or approach for solving?</li> </ul>	0 1 2	Each Performance Task provides an assessment in a real-life situation, allowing students to work with multiple standards and apply their knowledge to realistic scenarios. The Performance Tasks are aligned to engaging video interviews to provide relevance and motivation for the tasks.	
<b>2r. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress toward math understanding and to adjust instruction continually in ways that support and extend learning.</b>	<ul style="list-style-type: none"> <li>Do materials include scoring guidance (e.g., rubrics, anchors)?</li> <li>Does the guidance include support for teachers to interpret student performance and suggestions for follow-up?</li> </ul>	0 1 2	The Formative Check provides teachers with immediate feedback on student progress, making it easy to differentiate and provide support where it is needed the most. The Student and Teaching Editions have formative assessments built into the daily lesson structure. These include warmups, self-assessment, In-Class Practice, homework and practice, review and refresh, and the chapter review.	



Criterion 2.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
40	Exemplifies Quality: 32 - 40		
	Approaching Quality: 21 - 31		
	Not Representing Quality: 0 - 20		
Gateway 2 Comments			



## Gateway 3: Teacher and Student Supports and Usability

Materials support teachers to fully utilize the curriculum and understand the skills and learning of their students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

### Gateway 3 Overview

Criterion	Indicators	Available Points
<b>Criterion 3.1: Differentiation, Scaffolding, and Supports for All Learners</b> The materials give all students extensive opportunities and support to explore key concepts.	3a. - 3g.	<b>10</b>
<b>Criterion 3.2: Teacher Planning and Learning for Success with the Oklahoma Academic Standards for Mathematics</b> The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.	3h. - 3i.	<b>10</b>
		<b>20</b>



Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	Guiding Questions	Score	Publisher Evidence	
<b>3a. The materials sequence math tasks in a way that is intentional and supports student learning.</b>	<ul style="list-style-type: none"> <li>• Are the sequencing of assignments intentional in development (e.g., concrete before abstract, logical flow of material)?</li> <li>• Do the materials provide problems and exercises that intentionally builds student background knowledge and enables students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts?</li> </ul>	0 1 2	Performance Tasks included in the Student Edition allow students to transfer their knowledge of the content from the chapter and apply it to real-life situations. Teachers will also find STEAM Videos and corresponding Performance Tasks online.	
<b>3b. Manipulatives or models are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.</b>	<ul style="list-style-type: none"> <li>• Are the manipulatives or models consistent representations of the mathematical objects?</li> <li>• Are the manipulatives or models connected to a variety of math tasks found in the materials?</li> </ul>	0 1 2	Students use several different models as they explore new concepts and are encouraged to explain their reasoning using pictorial, concrete, or abstract models. Some of the models include algebra tiles, graphing calculator, number lines, and Venn diagrams.	





<p><b>3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.</b></p>	<ul style="list-style-type: none"><li>• Do the materials maintain a consistent layout for each lesson?</li><li>• Are the representations and models supportive of student learning and engagement without being visually distracting?</li></ul>	<p>Narrative Evidence Only</p>	<p>Program components feature a classic and clean design that universally appeals to students and keeps them focused and engaged in the high-interest math problems.</p> <p>Features and labeling between print and digital is consistent for a parallel experience. Visual tie-in across the program eases the user experience.</p>
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<b>Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners</b>	The materials give all students extensive opportunities and support to explore key concepts.
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Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>3d. The materials incorporate a glossary, footnotes, recordings, graphics, and/or other features that aid students in using the materials to progress understanding of mathematical concepts.</b></p>	<p>Do the materials include features (e.g., glossaries, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?</p>	<p>0   1   2</p>	<p>Illustrations, graphs, charts, and visual displays of data are current and correlated to the content. They are accurate and presented in a variety of ways to provide students exposure to multiple representations of conceptual thinking.</p> <p>All content is reviewed for pedagogical appropriateness and readability by education experts and for exercise accuracy by two independent accuracy solvers.</p> <p>Additionally, vocabulary is heavily addressed throughout the program with key vocabulary highlighted throughout the chapter and hyperlinked in the digital edition. There are also interactive Vocabulary Flash Cards online for students to practice with. Vocabulary terms are also included in the student-friendly glossary in the back of</p>

			<p>the book, which include a Spanish translation.</p>
<p><b>3e. The materials include opportunities for teachers to personalize learning for all students.</b></p>	<ul style="list-style-type: none"> <li>• Do the materials integrate tangible and/or digital interactive tools, manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematical actions and processes and support differentiation?</li> <li>• Do the materials provide supporting resources for teachers to adapt lessons or activities based on student need and experiences?</li> </ul>	<p>0 1 2</p>	<p>In the digital platform, teachers can personalize and order the lesson to meet the exact needs of their classroom. Teachers can easily provide timely feedback for students and receive feedback from students through explanations and self-assessments. Teachers actively listen as they probe for student understanding and are mindful of the feedback then provide. They ensure students know what they are learning, where they are in their learning, and where they are going next. Students also receive immediate feedback on their progress when they complete an online assignment.</p>



<b>3f. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems and are not proprietary to any single platform) and allow the use of tablets and mobile devices.</b>	<ul style="list-style-type: none"><li>• Are digital materials (either included as part of the comprehensive materials or as a part of a digital curriculum) web-based and compatible with multiple internet browsers?</li><li>• Are materials “platform neutral”?</li></ul>	Narrative Evidence	Please refer to the following link for system requirement details: <a href="https://www.myadamath.com/system-requirements">https://www.myadamath.com/system-requirements</a>
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<b>Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners</b>	<b>The materials give all students extensive opportunities and support to explore key concepts.</b>		
<b>Indicators</b>	<b>Guiding Questions</b>	<b>Score</b>	<b>Publisher Evidence</b>
<b>3g. Materials provide teachers with strategies for meeting the needs of a range of learners.</b>	<ul style="list-style-type: none"> <li>Do the materials provide appropriate supports, scaffolds, and/or accommodations for all students, including exceptional populations and diverse learners (e.g., learners with IEPs, heritage language learners, multilingual learners, and gifted learners) that will support their regular and active participation in learning mathematics?</li> <li>Do the materials provide opportunities for teachers to use a variety of grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? If the materials include technology, it provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars)?</li> </ul>	<p>0 1 2</p>	<p>Teaching Edition includes Scaffolding Instruction in Laurie’s Notes (AGA) and Nick’s Notes (6-8), so teachers can provide the level of instruction emerging and proficient students need. Throughout each lesson of the Teaching Edition, strategies, tips, and activities for differentiation appear at point-of-use.</p>
<b>Criterion 3.1 Summary</b>	<b>Rating Levels</b>	<b>Sub-Total</b>	<b>Rating</b>
	<b>Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5</b>	<b>/ 10</b>	

**Criterion 3.2  
Teacher Planning and Learning  
for Success with the Oklahoma  
Academic Standards**

The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.

Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>3h. The materials support teachers in planning and delivering effective instruction by providing:</b></p> <ul style="list-style-type: none"> <li>• <b>Techniques to guide students' mathematical development.</b></li> <li>• <b>Common student errors and misconceptions with ways to identify and address these errors and misconceptions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Are there embedded resources that explain common misconceptions and how the teacher can navigate through, or leverage, the misconception to progress learner understanding?</li> <li>• Do the techniques provided help teachers guide students' math development (e.g., question stems, facilitation guides, suggestions for differentiation)?</li> </ul>	<p>0 1 2</p>	<p>Standards progressions charts in each chapter of the Teaching Edition show standards progressions from prior learning to current chapter learning to future learning, within and across courses.</p> <p>Suggested Pacing Guide and Lesson Plans provide teachers with an outline for teaching the contents of the course within the available time. The Complete Materials List provides a comprehensive list of supplies needed to support instructional activities throughout the Student and Teaching Editions.</p>

<p><b>*3i. The materials include a teacher’s edition that contains:</b></p> <ul style="list-style-type: none"> <li>● Full, adult-level explanations and examples of mathematics concepts in each lesson.</li> <li>● Ample and useful annotations.</li> <li>● Suggestions for how to present the content in the student edition and in any supplemental materials.</li> <li>● Guidance for the use of embedded technology to support and enhance student learning (when applicable).</li> </ul>	<ul style="list-style-type: none"> <li>● Are there overview sections and/or annotations that contain narrative information about the math content and/or ancillary documents that will assist the teacher in presenting the student material, understanding the standards, and allowing for seamless transitions of that knowledge of student learning?</li> <li>● If technology support is embedded, are there links that will enhance the learning for all students?</li> </ul>	<p>0 2 4</p>	<p>In the Teaching Edition and online platform, Laurie’s and Nick’s Notes provide rich, point-of-use insights on the content, and suggestions for how to achieve deep student understanding. Laurie’s and Nick’s Notes continually provide insights on the progression of content for teachers to understand how the current learning fits within the bigger picture of mathematics. Laurie’s and Nick’s Notes offer teachers tips and strategies to use to scaffold and meet the needs of all learners. Also Notes in the Teaching Edition provide opportunities to engage and motivate all learners through multiple instructional methods. Students are encouraged to collaborate, and this mathematical discourse can be aligned to each student’s language and proficiency levels.</p>
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**Criterion 3.2**  
**Teacher Planning and Learning**  
**for Success with the Oklahoma**  
**Academic Standards**

The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.

Indicators	Guiding Questions	Score	Publisher Evidence
<p><b>3j. The materials include an outline and justification of its contents, including:</b></p> <ul style="list-style-type: none"> <li><b>An explanation of the role of specific grade-level mathematics in the context of the overall mathematics curriculum for pre-kindergarten through high school.</b></li> <li><b>A list of lessons cross-referencing the academic standards addressed and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide).</b></li> <li><b>Explanations of the instructional approaches of the program and identification of research-based strategies used in the materials.</b></li> </ul>	<ul style="list-style-type: none"> <li>Are there chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses?</li> <li>Is there clear documentation that aligns standards to lessons, chapters, units, and/or topics?</li> <li>Is there clear documentation that provides estimated instructional time for lessons, chapters, units, and/or topics?</li> <li>Do the materials contain an explanation of the instructional approaches to the program?</li> <li>Do the materials contain research-based strategies? Are these strategies identified?</li> </ul>	<p>0 1 2</p>	<p>Correlations to the Oklahoma Math Standards are in the front matter of the Teaching Edition. <b>FOCUS on Major Work</b> is located in <b>Laurie’s Notes Chapter Overviews</b> and <b>Laurie’s Notes Section Overviews</b> throughout the program, found in the Teaching Edition. Additionally, the Learning Target and Success Criteria are stated at the beginning of every chapter in the Teaching Edition and at the beginning of every section in the Student and Teaching Editions. Laurie’s Notes, in the Teaching Edition, also provide integrated point-of-use suggestions for making connections back to those goals, as well as continual insights on where students are in their learning progression, within and across grades. The Progressions tables <b>COHERENCE Through</b></p>





			<p><b>the Grades and COHERENCE Through the Chapter</b> provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition. Additionally, many of <b>Laurie's Notes Chapter Overviews</b> and <b>Laurie's Notes Section Overviews</b> provide summaries about prior and future learning that informs teachers of the conceptual progression of the chapter or section.</p>
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<p><b>3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.</b></p>	<ul style="list-style-type: none"><li>• Do the materials include strategies to inform families about the mathematical program and how they can support student progress?</li><li>• Do the materials contain suggestions for how parents or caregivers can support student progress and achievement?</li></ul>	<p>0 1 2</p>	<p>In recognition of the importance of family support to students' success, the online platform provides a Family Letter for every chapter, for teachers to communicate home to families to make the mathematics less intimidating and provide suggestions for engaging</p>
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together as a family about the learning. The letter also gives family members insight into the upcoming learning with a chart of the learning targets and success criteria for each section of the chapter.

<b>Criterion 3.2 Summary</b>	<b>Rating Levels</b>	<b>Sub-Total</b>	<b>Rating</b>
	Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5	/ 10	

<b>Gateway 3 Points Available</b>	<b>Rating Levels</b>	<b>Gateway 3 Points Achieved</b>	<b>Gateway 3 Rating</b>
<b>20</b>	Exemplifies Quality: 16 - 20		
	Approaching Quality: 11 - 15		
	Not Representing Quality: 0 - 10		