



2008 K-12 Mathematics Supplemental Materials Review *Appendices*

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Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

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Revision History

Date	Version Notes	Updated By
2/18/09	Preliminary Draft completed. All results subject to change and verification.	Porsche Everson
2/20/09	Added publisher description that was omitted from 2/18 version.	Porsche Everson
3/18/09	Final Draft completed.	Porsche Everson

Appendix A. Programs Reviewed

Table 1. List of supplemental materials submitted for review, including publisher information.

Program Name	Publisher Name	Copyright Date	Recommended Grade Levels	Type of Program	Representative Name	Email Address	Phone Number
A+nywhere Learning System	American Education Corporation	2008	1-12	Computer	Karen Tennyson	edurep@aol.com	425-822-7765
Accelerated Math	Renaissance Learning, Inc.	2008	1-7, 9-12	Computer	Liz Hendrickson	liz.hendrickson@renlearn.com	877-988-8048 ext.
Active Algebra:	Teacher Created Materials	2006	8-12	Text	Christine McBride	cmcride@tcmpub.com	800-858-7339 ext. 485
Aha!Math	The Learning Internet, Inc. dba "learning.com"	2007	K-5	Computer	Mark Tullis	mtullis@learning.com	800-580-4640 ext. 457
Aim for Algebra	It's About Time, Herff Jones Education Division	2005	7-10	Text	Matt Elisara	mpelisara@herffjones.com	360-245-3434
Aleks Online	ALEKS Corporation	2008	3-11	Computer	Emory Gleason	egedrep@aol.com	866-205-1642
Algebra Crash Course	Teacher Created Materials	2008	Alg I and 2, Math I, II, III	Text	Christine McBride	cmcride@tcmpub.com	800-858-7339 ext. 485
Algebra Readiness	Math Teachers Press, Inc.	2005	5-7	Text	Karen Tennyson	edurep@aol.com	425-822-7765
Algebra Readiness	Teacher Created Materials	2008	6-8	Text	Christine McBride	cmcride@tcmpub.com	800-858-7339 ext. 485
AMP Math	Pearson	2008	3-8	Text	Laura Murray	Laura.murray@pearson.com	415-694-0572
Big Math for Little Kids	Pearson	2002	PK-K	Text	Laura Murray	Laura.murray@pearson.com	415-694-0572
Box of Facts/Book of Facts	ORIGO Education, Inc.	2007	1-4	Text	Bruce Irla	B_irla@origomath.com	360-990-7700
Destination Math	Houghton Mifflin Harcourt Learning Technology	2008	K-12	Computer	Ed Loman	ed.loman@hmhpub.com	530-894-5732
Do The Math	Scholastic Inc.	2007	2-6	Text	Beth Crain	bcrain@scholastic.com	360-801-0606
Every Day Counts	Great Source, an imprint of Houghton Mifflin Harcourt Publishing Company	2005/ 2006/ 2008	K-6	Text	Kym Beckenhauer	kym.beckenhauer@hmhpub.com	360-943-1309
Exploring Math	Teacher Created Materials	2005	1-5	Text	Christine McBride	cmcride@tcmpub.com	800-858-7339 ext. 485
Extensions	Math Teachers Press	2008	K-8	Text	Karen Tennyson	edurep@aol.com	425-822-7765

Program Name	Publisher Name	Copyright Date	Recommended Grade Levels	Type of Program	Representative Name	Email Address	Phone Number
FASTT Math	Scholastic Inc./Tom Snyder Productions	2007	1-4	Computer	Beth Crain	bcrain@scholastic.com	360-801-0606
Harcourt Mathletics	Houghton Mifflin Harcourt School Publishers	2007	1-5	Text	Michael Kinzler	michael.kinzler@hmhpub.com	253-241-8050
HELP Math for ELL	Digital Directions, International	2008	3-8	Computer	Greg Currie	educationaladvantage@hotmail.com	509-533-0126
M/S Segmented	OSPI	2008	4-8	Text	Boo Drury	boo.drury@k12.wa.us	360-391-3018
Making Sense of Problem Solving	Teacher to Teacher Publications, Inc.	2008	K-8	Text	Kathleen Barta	kathleen@teachertoteacher.com	503-659-5616
Math Avenues	OSPI	2007	4-7	Text	Boo Drury	boo.drury@k12.wa.us	360-391-3018
Math for the Real World	Rosen Publishing	2008	K-8	Text	Karen Tennyson	edurep@aol.com	425-822-7765
Math Out of the Box	Carolina Curriculum Publishing	2009	K-5	Text	Pam Chiodo	pam.chiodo@carolina.com	503-740-5388
Math Triumphs	Glencoe/McGraw-Hill	2009	6-8	Text	Susan Arnold	susan_arnold@mcgraw-hill.com	360-281-2500
Math Triumphs	Macmillan/McGraw-Hill	2009	K-5	Text	Jim Coulon	jim_coulon@mcgraw-hill.com	614-361-5106
Mathematics Navigator	America's Choice	2007	2-12	Text	Kellie Steiner	ksteiner@americaschoice.org	907-677-3895
Number Corner	The Math Learning Center	2007	K-5	Text	Tom Schussman	toms@mathlearningcenter.org	503-370-8130
Number Worlds	SRA/McGraw-Hill	2007	K-8	Text	Janet Johnson	janet_johnson@mcgraw-hill.com	206-369-3865
Orchard Software	Siboney Learning Group	2007	K-9	Computer	Greg Currie	educationaladvantage@hotmail.com	888-749-5826
ORIGOmath	ORIGO Education, Inc.	2008, 2009	1-6	Text	Bruce Irla	B_irla@origomath.com	360-990-7700
ORIGOmath (Complete)	ORIGO Education, Inc.	2008, 2009	1-6	Text	Bruce Irla	B_irla@origomath.com	360-990-7700
Pre-Algebra Pathways	Lets Go Learn	2008	5-8	Computer	Anne-Evan K. Williams	akewilliams@letsgolearn.com	334-444-4224
Problem Solving Think Tank	ORIGO Education, Inc.	2008, 2006	1-8	Text	Bruce Irla	B_irla@origomath.com	360-990-7700
PuzzleWise	Test Best International, Inc.	2008	1-8	Text	Dr. Daniel Levine	daniellevine@puzzlewise.com	360-650-0671
ReadySet Curriculum (WA Math)	Qwizdom, Inc.	2008	6-8	Computer	Patricia Tomczewski	pat.tomczewski@qwizdom.com	253-845-7738 ext. 251
Segmented	OSPI	2007	6-9	Text	Boo Drury	boo.drury@k12.wa.us	360-391-3018
SuccessMaker	Pearson	2008	K-8	Computer	Jim Patneau	james.patneau@pearson.com	206-963-1726
Targeted Math Intervention	Teacher Created Materials	2008	1-8	Text	Christine McBride	cmcride@tcmpub.com	800-858-7339 ext. 485
Tech Tools Graphing	Teacher Created	2006	6-8	Text	Christine	cmcride@tcmpub.com	800-858-7339 ext. 485

Program Name	Publisher Name	Copyright Date	Recommended Grade Levels	Type of Program	Representative Name	Email Address	Phone Number
Calculator	Materials				McBride		
The Language of Math	Perfection in Learning	2008	3-8	Text	Jennifer Yriondo	yerbooks@comcast.net	425-369-8662
Unique Math	Lets Go Learn	2008	K-5	Computer	Anne-Evan K. Williams	awkwilliams@letsgolearn.com	334-444-4224
Washington Mathematics Supplement	The Math Learning Center	2008	K-5	Text	Tom Schussman	toms@mathlearningcenter.org	503-370-8130
Waterford Early Math and Science Program	Pearson	2007	K-2	Computer	Jim Patneau	james.patneau@pearson.com	206-963-1726

Appendix B. Review Instruments

Kindergarten		Date:	
Program:		Reviewer #:	

(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)

K.1. Core Content: Whole Numbers (Numbers, Operations)		NA	1	2	3	4	Evidence
K.1.A	Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.B	Read aloud numerals from 0 to 31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.C	Fluently compose and decompose numbers to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.D	Order numerals from 1 to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.E	Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.F	Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.G	Locate numbers from 1 to 31 on the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.1.H	Describe a number from 1 to 9 using 5 as a benchmark number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

K.2. Core Content: Patterns and operations (Operations, Algebra)		NA	1	2	3	4	Evidence
K.2.A	Copy, extend, describe, and create simple repetitive patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.2.B	Translate a pattern among sounds, symbols, movements, and physical objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.2.C	Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.2.D	Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

K.3. Core Content: Objects and their locations (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
K.3.A	Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.3.B	Sort shapes using a sorting rule and explain the sorting rule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.3.C	Describe the location of one object relative to another object using words such as <i>in, out, over, under, above, below, between, next to, behind, and in front of</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

K.4. Additional key content (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
K.4.A	Make direct comparisons using measurable attributes such as length, weight, and capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

K.5. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
K.5.A	Identify the question(s) asked in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.B	Identify the given information that can be used to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.C	Recognize when additional information is required to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.D	Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.E	Answer the question(s) asked in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.F	Describe how a problem was solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K.5.G	Determine whether a solution to a problem is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 1		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
1.1. Core Content: Whole number relationships (Numbers, Operations)		NA	1	2	3	4	Evidence
1.1.A	Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.B	Name the number that is one less or one more than any number given verbally up to 120.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.C	Read aloud numerals from 0 to 1,000.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.D	Order objects or events using ordinal numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.E	Write, compare, and order numbers to 120.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.F	Fluently compose and decompose numbers to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.G	Group numbers into tens and ones in more than one way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.H	Group and count objects by tens, fives, and twos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.1.I	Classify a number as odd or even and demonstrate that it is odd or even.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1.2. Core Content: Addition and subtraction (<i>Operations, Algebra</i>)		NA	1	2	3	4	Evidence
1.2.A	Connect physical and pictorial representations to addition and subtraction equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.B	Use the equal sign (=) and the word equals to indicate that two expressions are equivalent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.C	Represent addition and subtraction on the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.D	Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.E	Add three or more one-digit numbers using the commutative and associative properties of addition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.F	Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.G	Quickly recall addition facts and related subtraction facts for sums equal to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.H	Solve and create word problems that match addition or subtraction equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2.I	Recognize, extend, and create number patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1.3. Core Content: Geometric attributes (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
1.3.A	Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.3.B	Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.3.C	Combine known shapes to create shapes and divide known shapes into other shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1.4. Core Content: Concepts of measurement (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
1.4.A	Recognize that objects used to measure an attribute (length, weight, capacity) must be consistent in size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4.B	Use a variety of non-standard units to measure length.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4.C	Compare lengths using the transitive property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4.D	Use non-standard units to compare objects according to their capacities or weights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4.E	Describe the connection between the size of the measurement unit and the number of units needed to measure something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4.F	Name the days of the week and the months of the year, and use a calendar to determine a day or month.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1.5. Additional key content (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
1.5.A	Represent data using tallies, tables, picture graphs, and bar-type graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.5.B	Ask and answer comparison questions about data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
1.6.A	Identify the question(s) asked in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.B	Identify the given information that can be used to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.C	Recognize when additional information is required to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.D	Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.E	Answer the question(s) asked in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.F	Identify the answer(s) to the question(s) in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.G	Describe how a problem was solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6.H	Determine whether a solution to a problem is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 2		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
2.1. Core Content: Place value and the base ten system (Numbers)		NA	1	2	3	4	Evidence
2.1.A	Count by tens or hundreds forward and backward from 1 to 1,000, starting at any number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.1.B	Connect place value models with their numerical equivalents to 1,000.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.1.C	Identify the ones, tens, and hundreds place in a number and the digits occupying them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.1.D	Write three-digit numbers in expanded form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.1.E	Group three-digit numbers into hundreds, tens, and ones in more than one way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.1.F	Compare and order numbers from 0 to 1,000.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.2. Core Content: Addition and subtraction (Operations, Geometry/Masurement, Algebra)		NA	1	2	3	4	Evidence
2.2.A	Quickly recall basic addition facts and related subtraction facts for sums through 20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.B	Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.C	Add and subtract two-digit numbers efficiently and accurately using a procedure that works with all two-digit numbers and explain why the procedure works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.D	Add and subtract two-digit numbers mentally and explain the strategies used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.E	Estimate sums and differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.F	Create and state a rule for patterns that can be generated by addition and extend the pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.G	Solve equations in which the unknown number appears in a variety of positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.H	Name each standard U.S. coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same total value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2.I	Determine the value of a collection of coins totaling less than \$1.00.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3. Core Content: Measurement (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
2.3.A	Identify objects that represent or approximate standard units and use them to measure length.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3.B	Estimate length using metric and U.S. customary units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3.C	Measure length to the nearest whole unit in both metric and U.S. customary units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3.D	Describe the relative size among minutes, hours, days, weeks, months, and years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3.E	Use both analog and digital clocks to tell time to the minute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.4. Additional key content (<i>Numbers, Operations, Geometry/Measurement, Data/Statistics/Prob.</i>)		NA	1	2	3	4	Evidence
2.4.A	Solve problems involving properties of two- and three-dimensional figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4.B	Collect, organize, represent, and interpret data in bar graphs and picture graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4.C	Model and describe multiplication situations in which sets of equal size are joined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4.D	Model and describe division situations in which sets are separated into equal parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4.E	Interpret a fraction as a number of equal parts of a whole or a set.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.5. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
2.5.A	Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.B	Identify the given information that can be used to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.C	Recognize when additional information is required to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.D	Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.E	Identify the answer(s) to the question(s) in a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.F	Describe how a problem was solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5.G	Determine whether a solution to a problem is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 3		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>										
3.1. Core Content: Addition, subtraction, and place value (Numbers, Operations)					NA	1	2	3	4	Evidence
3.1.A	Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.1.B	Round whole numbers through 10,000 to the nearest ten, hundred, and thousand.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.1.C	Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.1.D	Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.1.E	Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3.2. Core Content: Concepts of multiplication and division (Operations, Algebra)										
					NA	1	2	3	4	Evidence
3.2.A	Represent multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.B	Represent division as equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects, and connect each representation to the related equation.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.C	Determine products, quotients, and missing factors using the inverse relationship between multiplication and division.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.D	Apply and explain strategies to compute multiplication facts to 10 X 10 and the related division facts.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.E	Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.F	Solve and create word problems that match multiplication or division equations.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.G	Multiply any number from 11 through 19 by a single-digit number using the distributive property and place value concepts.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2.H	Solve single- and multi-step word problems involving multiplication and division and verify the solutions.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3.3. Core Content: Fraction concepts (Numbers, Algebra)		NA	1	2	3	4	Evidence
3.3.A	Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.3.B	Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.3.C	Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.3.D	Solve single- and multi-step word problems involving comparison of fractions and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3.4. Core Content: Geometry (Geometry/Measurement)		NA	1	2	3	4	Evidence
3.4.A	Identify and sketch parallel, intersecting, and perpendicular lines and line segments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4.B	Identify and sketch right angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4.C	Identify and describe special types of quadrilaterals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4.D	Measure and calculate perimeters of quadrilaterals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4.E	Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3.5. Additional key content (Algebra, Geometry/Measurement, Data/Statistics/Probability)		NA	1	2	3	4	Evidence
3.5.A	Determine whether two expressions are equal and use “=” to denote equality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.5.B	Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.5.C	Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.5.D	Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.5.E	Construct and analyze pictographs, frequency tables, line plots, and bar graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
3.6.A	Determine the question(s) to be answered given a problem situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.B	Identify information that is given in a problem and decide whether it is necessary or unnecessary to the solution of the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.C	Identify missing information that is needed to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.D	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.E	Select and use one or more appropriate strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.F	Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.G	Explain why a specific problem-solving strategy or procedure was used to determine a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.H	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.I	Summarize mathematical information, draw conclusions, and explain reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6.J	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 4		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
4.1. Core Content: Multi-digit multiplication (Numbers, Operations, Algebra)		NA	1	2	3	4	Evidence
4.1.A	Quickly recall multiplication facts through 10 X 10 and the related division facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.B	Identify factors and multiples of a number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.C	Represent multiplication of a two-digit number by a two-digit number with place value models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.D	Multiply by 10, 100, and 1,000.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.E	Compare the values represented by digits in whole numbers using place value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.F	Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.G	Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.H	Estimate products to approximate solutions to problems and determine reasonableness of answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.I	Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.1.J	Solve single- and multi-step word problems involving division and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4.2. Core Content: Fractions, decimals, and mixed numbers (Numbers, Algebra)		NA	1	2	3	4	Evidence
4.2.A	Represent decimals through hundredths with place value models, fraction equivalents, and the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.B	Read, write, compare, and order decimals through hundredths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.C	Convert a mixed number to a fraction and vice versa, and visually represent the number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.D	Convert a decimal to a fraction and vice versa, and visually represent the number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.E	Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols $<$, $>$, or $=$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.F	Write a fraction equivalent to a given fraction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.G	Simplify fractions using common factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.H	Round fractions and decimals to the nearest whole number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2.I	Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4.3. Core Content: Concept of area (Geometry/Masurement, Algebra)		NA	1	2	3	4	Evidence
4.3.A	Determine congruence of two-dimensional figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3.B	Determine the approximate area of a figure using square units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3.C	Determine the perimeter and area of a rectangle using formulas, and explain why the formulas work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3.D	Determine the areas of figures that can be broken down into rectangles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3.E	Demonstrate that rectangles with the same area can have different perimeters, and that rectangles with the same perimeter can have different areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3.F	Solve single- and multi-step word problems involving perimeters and areas of rectangles and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4.4. Additional key content (Geometry/Masurement, Algebra, Data/Statistics/Probability)		NA	1	2	3	4	Evidence
4.4.A	Represent an unknown quantity in simple expressions, equations, and inequalities using letters, boxes, and other symbols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.B	Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.C	Estimate and determine elapsed time using a calendar, a digital clock, and an analog clock.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.D	Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.E	Determine the median, mode, and range of a set of data and describe what each measure indicates about the data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.F	Describe and compare the likelihood of events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.G	Determine a simple probability from a context that includes a picture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4.H	Display the results of probability experiments and interpret the results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4.5. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
4.5.A	Determine the question(s) to be answered given a problem situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.B	Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.C	Identify missing information that is needed to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.D	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.E	Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.F	Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.G	Explain why a specific problem-solving strategy or procedure was used to determine a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.H	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.I	Summarize mathematical information, draw conclusions, and explain reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5.J	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 5		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
5.1. Core Content: Multi-digit division (Operations, Algebra)		NA	1	2	3	4	Evidence
5.1.A	Represent multi-digit division using place value models and connect the representation to the related equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.B	Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.C	Fluently and accurately divide up to a four-digit number by one- or two-digit divisors using the standard long-division algorithm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.D	Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.E	Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.1.F	Solve single- and multi-step word problems involving multi-digit division and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5.2. Core Content: Addition and subtraction of fractions and decimals (Nums., Operations, Algebra)		NA	1	2	3	4	Evidence
5.2.A	Represent addition and subtraction of fractions and mixed numbers using visual and numerical models, and connect the representation to the related equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.B	Represent addition and subtraction of decimals using place value models and connect the representation to the related equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.C	Given two fractions with unlike denominators, rewrite the fractions with a common denominator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.D	Determine the greatest common factor and the least common multiple of two or more whole numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.E	Fluently and accurately add and subtract fractions, including mixed numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.F	Fluently and accurately add and subtract decimals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.G	Estimate sums and differences of fractions, mixed numbers, and decimals to approximate solutions to problems and determine reasonableness of answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2.H	Solve single- and multi-step word problems involving addition and subtraction of whole numbers, fractions (including mixed numbers), and decimals, and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5.3. Core Content: Triangles and quadrilaterals (Geometry/Measurement, Algebra)		NA	1	2	3	4	Evidence
5.3.A	Classify quadrilaterals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.B	Identify, sketch, and measure acute, right, and obtuse angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.C	Identify, describe, and classify triangles by angle measure and number of congruent sides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.D	Determine the formula for the area of a parallelogram by relating it to the area of a rectangle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.E	Determine the formula for the area of a triangle by relating it to the area of a parallelogram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.F	Determine the perimeters and areas of triangles and parallelograms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.G	Draw quadrilaterals and triangles from given information about sides and angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.H	Determine the number and location of lines of symmetry in triangles and quadrilaterals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3.I	Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5.4. Core Content: Representations of algebraic relationships (Operations, Algebra)		NA	1	2	3	4	Evidence
5.4.A	Describe and create a rule for numerical and geometric patterns and extend the patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.4.B	Write a rule to describe the relationship between two sets of data that are linearly related.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.4.C	Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.4.D	Graph ordered pairs in the coordinate plane for two sets of data related by a linear rule and draw the line they determine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5.5. Additional key content (Numbers, Data/Statistics/Probability)		NA	1	2	3	4	Evidence
5.5.A	Classify numbers as prime or composite.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.5.B	Determine and interpret the mean of a small data set of whole numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.5.C	Construct and interpret line graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
5.6.A	Determine the question(s) to be answered given a problem situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.B	Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.C	Determine whether additional information is needed to solve the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.D	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.E	Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.F	Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.G	Explain why a specific problem-solving strategy or procedure was used to determine a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.H	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.I	Summarize mathematical information, draw conclusions, and explain reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6.J	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 6		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
6.1. Core Content: Multiplication & division of fractions and decimals (Nums., Operations, Algebra)		NA	1	2	3	4	Evidence
6.1.A	Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$, $>$, or $=$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.B	Represent multiplication and division of non-negative fractions and decimals using area models and the number line, and connect each representation to the related equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.C	Estimate products and quotients of fractions and decimals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.D	Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.E	Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.F	Fluently and accurately multiply and divide non-negative decimals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.G	Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.1.H	Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6.2. Core Content: Mathematical expressions and equations (Operations, Algebra)		NA	1	2	3	4	Evidence
6.2.A	Write a mathematical expression or equation with variables to represent information in a table or given situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2.B	Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2.C	Evaluate mathematical expressions when the value for each variable is given.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2.D	Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2.E	Solve one-step equations and verify solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2.F	Solve word problems using mathematical expressions and equations and verify solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6.3. Core Cont.: Ratios, rates, & percents (Nums., Opers., Geom./Meas., Algebra, Data/Stats./Prob.)		NA	1	2	3	4	Evidence
6.3.A	Identify and write ratios as comparisons of part-to-part and part-to-whole relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.B	Write ratios to represent a variety of rates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.C	Represent percents visually and numerically, and convert between the fractional, decimal, and percent representations of a number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.D	Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.E	Identify the ratio of the circumference to the diameter of a circle as the constant π , and recognize $22/7$ and 3.14 as common approximations of π .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.F	Determine the experimental probability of a simple event using data collected in an experiment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3.G	Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6.4. Core Content: Two- and three-dimensional figures (Geometry/Measurement, Algebra)		NA	1	2	3	4	Evidence
6.4.A	Determine the circumference and area of circles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.B	Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.C	Solve single- and multi-step word problems involving the relationships among radius, diameter, circumference, and area of circles, and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.D	Recognize and draw two-dimensional representations of three-dimensional figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.E	Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.F	Determine the surface area of a pyramid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4.G	Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6.5. Additional key content (Numbers, Operations)		NA	1	2	3	4	Evidence
6.5.A	Use strategies for mental computations with non-negative whole numbers, fractions, and decimals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.5.B	Locate positive and negative integers on the number line and use integers to represent quantities in various contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.5.C	Compare and order positive and negative integers using the number line, lists, and the symbols $<$, $>$, or $=$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
6.6.A	Analyze a problem situation to determine the question(s) to be answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.B	Identify relevant, missing, and extraneous information related to the solution to a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.C	Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.D	Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.E	Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.F	Apply a previously used problem-solving strategy in a new context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.G	Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6.H	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 7		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
7.1. Core Content: Rational numbers and linear equations (Numbers, Operations, Algebra)		NA	1	2	3	4	Evidence
7.1.A	Compare and order rational numbers using the number line, lists, and the symbols $<$, $>$, or $=$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.B	Represent addition, subtraction, multiplication, and division of positive and negative integers visually and numerically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.C	Fluently and accurately add, subtract, multiply, and divide rational numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.D	Define and determine the absolute value of a number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.E	Solve two-step linear equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.F	Write an equation that corresponds to a given problem situation, and describe a problem situation that corresponds to a given equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.1.G	Solve single- and multi-step word problems involving rational numbers and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7.2. Core Content: Proportionality and similarity (Operations, Geometry/Measurement, Algebra)		NA	1	2	3	4	Evidence
7.2.A	Mentally add, subtract, multiply, and divide simple fractions, decimals, and percents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.B	Solve single- and multi-step problems involving proportional relationships and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.C	Describe proportional relationships in similar figures and solve problems involving similar figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.D	Make scale drawings and solve problems related to scale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.E	Represent proportional relationships using graphs, tables, and equations, and make connections among the representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.F	Determine the slope of a line corresponding to the graph of a proportional relationship and relate slope to similar triangles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.G	Determine the unit rate in a proportional relationship and relate it to the slope of the associated line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.H	Determine whether or not a relationship is proportional and explain your reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2.I	Solve single- and multi-step problems involving conversions within or between measurement systems and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7.3. Core Content: Surface area and volume (Algebra, Geometry/Measurement)		NA	1	2	3	4	Evidence
7.3.A	Determine the surface area and volume of cylinders using the appropriate formulas and explain why the formulas work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.3.B	Determine the volume of pyramids and cones using formulas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.3.C	Describe the effect that a change in scale factor on one attribute of a two- or three-dimensional figure has on other attributes of the figure, such as the side or edge length, perimeter, area, surface area, or volume of a geometric figure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.3.D	Solve single- and multi-step word problems involving surface area or volume and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7.4. Core Content: Probability and data (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
7.4.A	Represent the sample space of probability experiments in multiple ways, including tree diagrams and organized lists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.4.B	Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.4.C	Describe a data set using measures of center (median, mean, and mode) and variability (maximum, minimum, and range) and evaluate the suitability and limitations of using each measure for different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.4.D	Construct and interpret histograms, stem-and-leaf plots, and circle graphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.4.E	Evaluate different displays of the same data for effectiveness and bias, and explain reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7.5. Additional key content (Numbers, Algebra)		NA	1	2	3	4	Evidence
7.5.A	Graph ordered pairs of rational numbers and determine the coordinates of a given point in the coordinate plane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.5.B	Write the prime factorization of whole numbers greater than 1, using exponents when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
7.6.A	Analyze a problem situation to determine the question(s) to be answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.B	Identify relevant, missing, and extraneous information related to the solution to a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.C	Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.D	Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.E	Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.F	Apply a previously used problem-solving strategy in a new context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.G	Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6.H	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Grade 8		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
8.1. Core Content: Linear functions and equations (Algebra)						Evidence	
		NA	1	2	3	4	
8.1.A	Solve one-variable linear equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.B	Solve one- and two-step linear inequalities and graph the solutions on the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.C	Represent a linear function with a verbal description, table, graph, or symbolic expression, and make connections among these representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.D	Determine the slope and y-intercept of a linear function described by a symbolic expression, table, or graph.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.E	Interpret the slope and y-intercept of the graph of a linear function representing a contextual situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.F	Solve single- and multi-step word problems involving linear functions and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.1.G	Determine and justify whether a given verbal description, table, graph, or symbolic expression represents a linear relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8.2. Core Content: Properties of geometric figures (Numbers, Geometry/Measurement)							Evidence
		NA	1	2	3	4	
8.2.A	Identify pairs of angles as complementary, supplementary, adjacent, or vertical, and use these relationships to determine missing angle measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.B	Determine missing angle measures using the relationships among the angles formed by parallel lines and transversals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.C	Demonstrate that the sum of the angle measures in a triangle is 180 degrees, and apply this fact to determine the sum of the angle measures of polygons and to determine unknown angle measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.D	Represent and explain the effect of one or more translations, rotations, reflections, or dilations (centered at the origin) of a geometric figure on the coordinate plane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.E	Quickly recall the square roots of the perfect squares from 1 through 225 and estimate the square roots of other positive numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.F	Demonstrate the Pythagorean Theorem and its converse and apply them to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2.G	Apply the Pythagorean Theorem to determine the distance between two points on the coordinate plane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8.3. Core Content: Summary and analysis of data sets (Algebra, Data/Statistics/Probability)		NA	1	2	3	4	Evidence
8.3.A	Summarize and compare data sets in terms of variability and measures of center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.B	Select, construct, and analyze data displays, including box-and-whisker plots, to compare two sets of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.C	Create a scatterplot for a two-variable data set, and, when appropriate, sketch and use a trend line to make predictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.D	Describe different methods of selecting statistical samples and analyze the strengths and weaknesses of each method.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.E	Determine whether conclusions of statistical studies reported in the media are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.F	Determine probabilities for mutually exclusive, dependent, and independent events for small sample spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3.G	Solve single- and multi-step problems using counting techniques and Venn diagrams and verify the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8.4. Additional key content (Numbers, Operations)		NA	1	2	3	4	Evidence
8.4.A	Represent numbers in scientific notation, and translate numbers written in scientific notation into standard form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.4.B	Solve problems involving operations with numbers in scientific notation and verify solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.4.C	Evaluate numerical expressions involving non-negative integer exponents using the laws of exponents and the order of operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.4.D	Identify rational and irrational numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8.5. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
8.5.A	Analyze a problem situation to determine the question(s) to be answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.C	Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.D	Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.E	Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.F	Apply a previously used problem-solving strategy in a new context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.G	Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.5.H	Make and test conjectures based on data (or information) collected from explorations and experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Algebra 1		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>										
A1.1. Core Content: Solving problems (Algebra)					NA	1	2	3	4	Evidence
A1.1.A	Select and justify functions and equations to model and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.1.B	Solve problems that can be represented by linear functions, equations, and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.1.C	Solve problems that can be represented by a system of two linear equations or inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.1.D	Solve problems that can be represented by quadratic functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.1.E	Solve problems that can be represented by exponential functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

A1.2. Core Content: Numbers, expressions, and operations (Numbers, Operations, Algebra)					NA	1	2	3	4	Evidence
A1.2.A	Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.2.B	Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.2.C	Interpret and use integer exponents and square and cube roots, and apply the laws and properties of exponents to simplify and evaluate exponential expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.2.D	Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.2.E	Use algebraic properties to factor and combine like terms in polynomials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.2.F	Add, subtract, multiply, and divide polynomials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

A1.3. Core Content: Characteristics and behaviors of functions (Algebra)					NA	1	2	3	4	Evidence
A1.3.A	Determine whether a relationship is a function and identify the domain, range, roots, and independent and dependent variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.3.B	Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
A1.3.C	Evaluate $f(x)$ at a (i.e., $f(a)$) and solve for x in the equation $f(x) = b$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

A1.4. Core Content: Linear functions, equations, and inequalities (Algebra)		NA	1	2	3	4	Evidence
A1.4.A	Write and solve linear equations and inequalities in one variable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.4.B	Write and graph an equation for a line given the slope and the y -intercept, the slope and a point on the line, or two points on the line, and translate between forms of linear equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.4.C	Identify and interpret the slope and intercepts of a linear function, including equations for parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.4.D	Write and solve systems of two linear equations and inequalities in two variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.4.E	Describe how changes in the parameters of linear functions and functions containing an absolute value of a linear expression affect their graphs and the relationships they represent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A1.5. Core Content: Quadratic functions and equations (Algebra)		NA	1	2	3	4	Evidence
A1.5.A	Represent a quadratic function with a symbolic expression, as a graph, in a table, and with a description, and make connections among the representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.5.B	Sketch the graph of a quadratic function, describe the effects that changes in the parameters have on the graph, and interpret the x -intercepts as solutions to a quadratic equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.5.C	Solve quadratic equations that can be factored as $(ax + b)(cx + d)$ where a , b , c , and d are integers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.5.D	Solve quadratic equations that have real roots by completing the square and by using the quadratic formula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A1.6. Core Content: Data and distributions (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
A1.6.A	Use and evaluate the accuracy of summary statistics to describe and compare data sets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.6.B	Make valid inferences and draw conclusions based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.6.C	Describe how linear transformations affect the center and spread of univariate data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.6.D	Find the equation of a linear function that best fits bivariate data that are linearly related, interpret the slope and y -intercept of the line, and use the equation to make predictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.6.E	Describe the correlation of data in scatterplots in terms of strong or weak and positive or negative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A1.7. Additional Key Content (Algebra)		NA	1	2	3	4	Evidence
A1.7.A	Sketch the graph for an exponential function of the form $y = ab^n$ where n is an integer, describe the effects that changes in the parameters a and b have on the graph, and answer questions that arise in situations modeled by exponential functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.7.B	Find and approximate solutions to exponential equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.7.C	Express arithmetic and geometric sequences in both explicit and recursive forms, translate between the two forms, explain how rate of change is represented in each form, and use the forms to find specific terms in the sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.7.D	Solve an equation involving several variables by expressing one variable in terms of the others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A1.8. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
A1.8.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.D	Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.G	Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A1.8.H	Use inductive reasoning about algebra and the properties of numbers to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Geometry		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
G.1. Core Content: Logical arguments and proofs (Logic)		NA	1	2	3	4	Evidence
G.1.A	Distinguish between inductive and deductive reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.1.B	Use inductive reasoning to make conjectures, to test the plausibility of a geometric statement, and to help find a counterexample.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.1.C	Use deductive reasoning to prove that a valid geometric statement is true.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.1.D	Write the converse, inverse, and contrapositive of a valid proposition and determine their validity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.1.E	Identify errors or gaps in a mathematical argument and develop counterexamples to refute invalid statements about geometric relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.1.F	Distinguish between definitions and undefined geometric terms and explain the role of definitions, undefined terms, postulates (axioms), and theorems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.2. Core Content: Lines and angles (Geometry/Measurement)		NA	1	2	3	4	Evidence
G.2.A	Know, prove, and apply theorems about parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.2.B	Know, prove, and apply theorems about angles, including angles that arise from parallel lines intersected by a transversal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.2.C	Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.2.D	Describe the intersections of lines in the plane and in space, of lines and planes, and of planes in space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.3. Core Content: Two- and three-dimensional figures (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
G.3.A	Know, explain, and apply basic postulates and theorems about triangles and the special lines, line segments, and rays associated with a triangle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.B	Determine and prove triangle congruence, triangle similarity, and other properties of triangles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.C	Use the properties of special right triangles (30° – 60° – 90° and 45° – 45° – 90°) to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.D	Know, prove, and apply the Pythagorean Theorem and its converse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.E	Solve problems involving the basic trigonometric ratios of sine, cosine, and tangent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.F	Know, prove, and apply basic theorems about parallelograms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.G	Know, prove, and apply theorems about properties of quadrilaterals and other polygons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.H	Know, prove, and apply basic theorems relating circles to tangents, chords, radii, secants, and inscribed angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.I	Explain and perform constructions related to the circle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.J	Describe prisms, pyramids, parallelepipeds, tetrahedra, and regular polyhedra in terms of their faces, edges, vertices, and properties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.3.K	Analyze cross-sections of cubes, prisms, pyramids, and spheres and identify the resulting shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.4. Core Content: Geometry in the coordinate plane (<i>Geometry/Measurement, Algebra</i>)		NA	1	2	3	4	Evidence
G.4.A	Determine the equation of a line in the coordinate plane that is described geometrically, including a line through two given points, a line through a given point parallel to a given line, and a line through a given point perpendicular to a given line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.4.B	Determine the coordinates of a point that is described geometrically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.4.C	Verify and apply properties of triangles and quadrilaterals in the coordinate plane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.4.D	Determine the equation of a circle that is described geometrically in the coordinate plane and, given equations for a circle and a line, determine the coordinates of their intersection(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.5. Core Content: Geometric transformations (<i>Geometry/Measurement</i>)		NA	1	2	3	4	Evidence
G.5.A	Sketch results of transformations and compositions of transformations for a given two-dimensional figure on the coordinate plane, and describe the rule(s) for performing translations or for performing reflections about the coordinate axes or the line $y = x$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.5.B	Determine and apply properties of transformations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.5.C	Given two congruent or similar figures in a coordinate plane, describe a composition of translations, reflections, rotations, and dilations that superimposes one figure on the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.5.D	Describe the symmetries of two-dimensional figures and describe transformations, including reflections across a line and rotations about a point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.6. Additional Key Content (Measurement)		NA	1	2	3	4	Evidence
G.6.A	Derive and apply formulas for arc length and area of a sector of a circle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.6.B	Analyze distance and angle measures on a sphere and apply these measurements to the geometry of the earth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.6.C	Apply formulas for surface area and volume of three-dimensional figures to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.6.D	Predict and verify the effect that changing one, two, or three linear dimensions has on perimeter, area, volume, or surface area of two- and three-dimensional figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.6.E	Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.6.F	Solve problems involving measurement conversions within and between systems, including those involving derived units, and analyze solutions in terms of reasonableness of solutions and appropriate units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G.7. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
G.7.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.D	Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.G	Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G.7.H	Use inductive reasoning to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Algebra 2		Date:	
Program:		Reviewer #:	

(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)

A2.1. Core Content: Solving problems		NA	1	2	3	4	Evidence
A2.1.A	Select and justify functions and equations to model and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.1.B	Solve problems that can be represented by systems of equations and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.1.C	Solve problems that can be represented by quadratic functions, equations, and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.1.D	Solve problems that can be represented by exponential and logarithmic functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.1.E	Solve problems that can be represented by inverse variations of the forms $f(x)=a/x+b$, $f(x)=a/x^2+b$, and $f(x)=a/(bx+c)$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.1.F	Solve problems involving combinations and permutations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.2. Core Content: Numbers, expressions, and operations (Numbers, Operations, Algebra)		NA	1	2	3	4	Evidence
A2.2.A	Explain how whole, integer, rational, real, and complex numbers are related, and identify the number system(s) within which a given algebraic equation can be solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.2.B	Use the laws of exponents to simplify and evaluate numeric and algebraic expressions that contain rational exponents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.2.C	Add, subtract, multiply, divide, and simplify rational and more general algebraic expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.3. Core Content: Quadratic functions and equations (Algebra)		NA	1	2	3	4	Evidence
A2.3.A	Translate between the standard form of a quadratic function, the vertex form, and the factored form; graph and interpret the meaning of each form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.3.B	Determine the number and nature of the roots of a quadratic function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.3.C	Solve quadratic equations and inequalities, including equations with complex roots.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.4. Core Content: Exponential and logarithmic functions and equations (Algebra)		NA	1	2	3	4	Evidence
A2.4.A	Know and use basic properties of exponential and logarithmic functions and the inverse relationship between them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.B	Graph an exponential function of the form $f(x) = ab^x$ and its inverse logarithmic function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.C	Solve exponential and logarithmic equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.5. Core Content: Additional functions and equations (Algebra)		NA	1	2	3	4	Evidence
A2.5.A	Construct new functions using the transformations $f(x - h)$, $f(x) + k$, $cf(x)$, and by adding and subtracting functions, and describe the effect on the original graph(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.5.B	Plot points, sketch, and describe the graphs of functions of the form $f(x) = a\sqrt{x - c} + d$, and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.5.C	Plot points, sketch, and describe the graphs of functions of the form $f(x) = a/x + b$, $f(x) = a/x^2 + b$, and $f(x) = a/(bx + c)$, and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.5.D	Plot points, sketch, and describe the graphs of cubic polynomial functions of the form $f(x) = ax^3 + d$ as an example of higher order polynomials and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.6. Core Content: Probability, data, and distributions (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
A2.6.A	Apply the fundamental counting principle and the ideas of order and replacement to calculate probabilities in situations arising from two-stage experiments (compound events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.B	Given a finite sample space consisting of equally likely outcomes and containing events A and B, determine whether A and B are independent or dependent, and find the conditional probability of A given B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.C	Compute permutations and combinations, and use the results to calculate probabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.D	Apply the binomial theorem to solve problems involving probability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.E	Determine if a bivariate data set can be better modeled with an exponential or a quadratic function and use the model to make predictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.F	Calculate and interpret measures of variability and standard deviation and use these measures and the characteristics of the normal distribution to describe and compare data sets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.6.G	Calculate and interpret margin of error and confidence intervals for population proportions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.7. Additional Key Content (Algebra)		NA	1	2	3	4	Evidence
A2.7.A	Solve systems of three equations with three variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.7.B	Find the terms and partial sums of arithmetic and geometric series and the infinite sum for geometric series.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A2.8. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
A2.8.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.D	Generalize a solution strategy for a single problem to a class of related problems and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.G	Use inductive reasoning and the properties of numbers to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.8.H	Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Mathematics 1		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
M1.1. Core Content: Solving problems (Algebra)		NA	1	2	3	4	Evidence
M1.1.A	Select and justify functions and equations to model and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.1.B	Solve problems that can be represented by linear functions, equations, and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.1.C	Solve problems that can be represented by a system of two linear equations or inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.1.D	Solve problems that can be represented by exponential functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.2. Core Content: Characteristics and behaviors of functions (Algebra)		NA	1	2	3	4	Evidence
M1.2.A	Determine whether a relationship is a function and identify the domain, range, roots, and independent and dependent variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.2.B	Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.2.C	Evaluate $f(x)$ at a (i.e., $f(a)$) and solve for x in the equation $f(x) = b$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.2.D	Plot points, sketch, and describe the graphs of functions of the form $f(x) = a/x + b$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.3 Core Cont.: Linear funcs., equations, and relationships (Alg., Geom./Meas., Data/Stats./Prob.)		NA	1	2	3	4	Evidence
M1.3.A	Write and solve linear equations and inequalities in one variable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.B	Describe how changes in the parameters of linear functions and functions containing an absolute value of a linear expression affect their graphs and the relationships they represent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.C	Identify and interpret the slope and intercepts of a linear function, including equations for parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.D	Write and graph an equation for a line given the slope and the y-intercept, the slope and a point on the line, or two points on the line, and translate between forms of linear equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.E	Write and solve systems of two linear equations and inequalities in two variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.F	Find the equation of a linear function that best fits bivariate data that are linearly related, interpret the slope and y-intercept of the line, and use the equation to make predictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.G	Describe the correlation of data in scatterplots in terms of strong or weak and positive or negative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.3.H	Determine the equation of a line in the coordinate plane that is described geometrically, including a line through two given points, a line through a given point parallel to a given line, and a line through a given point perpendicular to a given line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.4. Core Content: Proportionality, similarity, and geometric reasoning (Geometry/Measurement)		NA	1	2	3	4	Evidence
M1.4.A	Distinguish between inductive and deductive reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.4.B	Use inductive reasoning to make conjectures, to test the plausibility of a geometric statement, and to help find a counterexample.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.4.C	Use deductive reasoning to prove that a valid geometric statement is true.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.4.D	Determine and prove triangle similarity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.4.E	Know, prove, and apply theorems about parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.4.F	Know, prove, and apply theorems about angles, including angles that arise from parallel lines intersected by a transversal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.4.G	Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.5. Core Content: Data and distributions (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
M1.5.A	Use and evaluate the accuracy of summary statistics to describe and compare data sets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.5.B	Describe how linear transformations affect the center and spread of univariate data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.5.C	Make valid inferences and draw conclusions based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.6. Core Content: Numbers, expressions, and operations (Numbers, Operations, Algebra)		NA	1	2	3	4	Evidence
M1.6.A	Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.6.B	Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.6.C	Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.6.D	Solve an equation involving several variables by expressing one variable in terms of the others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.7. Additional Key Content (Numbers, Algebra)		NA	1	2	3	4	Evidence
M1.7.A	Sketch the graph for an exponential function of the form $y = ab^n$ where n is an integer, describe the effects that changes in the parameters a and b have on the graph, and answer questions that arise in situations modeled by exponential functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.7.B	Find and approximate solutions to exponential equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.7.C	Interpret and use integer exponents and square and cube roots, and apply the laws and properties of exponents to simplify and evaluate exponential expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.7.D	Express arithmetic and geometric sequences in both explicit and recursive forms, translate between the two forms, explain how rate of change is represented in each form, and use the forms to find specific terms in the sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M1.8. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
M1.8.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.D	Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.G	Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M1.8.H	Use inductive reasoning to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Mathematics 2		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
M2.1. Core Content: Modeling situations and solving problems (Algebra)		NA	1	2	3	4	Evidence
M2.1.A	Select and justify functions and equations to model and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.1.B	Solve problems that can be represented by systems of equations and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.1.C	Solve problems that can be represented by quadratic functions, equations, and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.1.D	Solve problems that can be represented by exponential functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.1.E	Solve problems involving combinations and permutations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.2. Core Content: Quadratic functions, equations, and relationships (Algebra)		NA	1	2	3	4	Evidence
M2.2.A	Represent a quadratic function with a symbolic expression, as a graph, in a table, and with a description, and make connections among the representations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.B	Sketch the graph of a quadratic function, describe the effects that changes in the parameters have on the graph, and interpret the x-intercepts as solutions to a quadratic equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.C	Translate between the standard form of a quadratic function, the vertex form, and the factored form; graph and interpret the meaning of each form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.D	Solve quadratic equations that can be factored as $(ax + b)(cx + d)$ where a , b , c , and d are integers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.E	Determine the number and nature of the roots of a quadratic function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.F	Solve quadratic equations that have real roots by completing the square and by using the quadratic formula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.G	Solve quadratic equations and inequalities, including equations with complex roots.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.2.H	Determine if a bivariate data set can be better modeled with an exponential or a quadratic function and use the model to make predictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.3. Core Content: Conjectures and proofs (Algebra, Geometry/Measurement)		NA	1	2	3	4	Evidence
M2.3.A	Use deductive reasoning to prove that a valid geometric statement is true.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.B	Identify errors or gaps in a mathematical argument and develop counterexamples to refute invalid statements about geometric relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.C	Write the converse, inverse, and contrapositive of a valid proposition and determine their validity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.D	Distinguish between definitions and undefined geometric terms and explain the role of definitions, undefined terms, postulates (axioms), and theorems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.E	Know, explain, and apply basic postulates and theorems about triangles and the special lines, line segments, and rays associated with a triangle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.F	Determine and prove triangle congruence and other properties of triangles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.G	Know, prove, and apply the Pythagorean Theorem and its converse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.3.H	Solve problems involving the basic trigonometric ratios of sine, cosine, and tangent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.I	Use the properties of special right triangles ($30^\circ-60^\circ-90^\circ$ and $45^\circ-45^\circ-90^\circ$) to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.J	Know, prove, and apply basic theorems about parallelograms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.K	Know, prove, and apply theorems about properties of quadrilaterals and other polygons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.L	Determine the coordinates of a point that is described geometrically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.3.M	Verify and apply properties of triangles and quadrilaterals in the coordinate plane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.4. Core Content: Probability (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
M2.4.A	Apply the fundamental counting principle and the ideas of order and replacement to calculate probabilities in situations arising from two-stage experiments (compound events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.4.B	Given a finite sample space consisting of equally likely outcomes and containing events A and B, determine whether A and B are independent or dependent, and find the conditional probability of A given B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.4.C	Compute permutations and combinations, and use the results to calculate probabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.4.D	Apply the binomial theorem to solve problems involving probability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.5. Additional Key Content (Algebra, Measurement)		NA	1	2	3	4	Evidence
M2.5.A	Use algebraic properties to factor and combine like terms in polynomials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.5.B	Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.5.C	Solve problems involving measurement conversions within and between systems, including those involving derived units, and analyze solutions in terms of reasonableness of solutions and appropriate units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.5.D	Find the terms and partial sums of arithmetic and geometric series and the infinite sum for geometric series.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M2.6. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
M2.6.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.D	Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.G	Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M2.6.H	Use inductive reasoning to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Mathematics 3		Date:	
Program:		Reviewer #:	

<i>(Rate each item on the scale NA-not covered, 1-brief mention, 2-somewhat covered, 3-more than 50% addressed, 4-strongly covered)</i>							
M3.1. Core Content: Solving problems (Algebra)		NA	1	2	3	4	Evidence
M3.1.A	Select and justify functions and equations to model and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.1.B	Solve problems that can be represented by systems of equations and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.1.C	Solve problems that can be represented by quadratic functions, equations, and inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.1.D	Solve problems that can be represented by exponential and logarithmic functions and equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.1.E	Solve problems that can be represented by inverse variations of the forms $f(x) = a/x + b$, $f(x) = a/x^2 + b$, and $f(x) = a/(bx + c)$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.2. Core Content: Transformations and functions (Algebra, Geometry/Measurement)		NA	1	2	3	4	Evidence
M3.2.A	Sketch results of transformations and compositions of transformations for a given two-dimensional figure on the coordinate plane, and describe the rule(s) for performing translations or for performing reflections about the coordinate axes or the line $y = x$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.2.B	Determine and apply properties of transformations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.2.C	Given two congruent or similar figures in a coordinate plane, describe a composition of translations, reflections, rotations, and dilations that superimposes one figure on the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.2.D	Describe the symmetries of two-dimensional figures and describe transformations, including reflections across a line and rotations about a point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.2.E	Construct new functions using the transformations $f(x - h)$, $f(x) + k$, $cf(x)$, and by adding and subtracting functions, and describe the effect on the original graph(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.3. Core Content: Functions and modeling (Algebra)		NA	1	2	3	4	Evidence
M3.3.A	Know and use basic properties of exponential and logarithmic functions and the inverse relationship between them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.B	Graph an exponential function of the form $f(x) = ab^x$ and its inverse logarithmic function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.C	Solve exponential and logarithmic equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.D	Plot points, sketch, and describe the graphs of functions of the form $f(x) = a\sqrt{x - c} + d$, and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.E	Plot points, sketch, and describe the graphs of functions of the form $f(x) = a/x^2 + b$ and $f(x) = a/(bx + c)$, and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.F	Plot points, sketch, and describe the graphs of cubic polynomial functions of the form $f(x) = ax^3 + d$ as an example of higher order polynomials and solve related equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.3.G	Solve systems of three equations with three variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.4. Core Content: Quantifying variability (Data/Statistics/Probability)		NA	1	2	3	4	Evidence
M3.4.A	Calculate and interpret measures of variability and std. deviation and use these measures and the characteristics of the normal distribution to describe and compare data sets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.4.B	Calculate and interpret margin of error and confidence intervals for population proportions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.5. Core Content: Three-dimensional geometry (Geometry/Measurement)		NA	1	2	3	4	Evidence
M3.5.A	Describe the intersections of lines in the plane and in space, of lines and planes, and of planes in space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.5.B	Describe prisms, pyramids, parallelepipeds, tetrahedra, and regular polyhedra in terms of their faces, edges, vertices, and properties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.5.C	Analyze cross-sections of cubes, prisms, pyramids, and spheres and identify the resulting shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.5.D	Apply formulas for surface area and volume of three-dimensional figures to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.5.E	Predict and verify the effect that changing one, two, or three linear dimensions has on perimeter, area, volume, or surface area of two- and three-dimensional figures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.5.F	Analyze distance and angle measures on a sphere and apply these measurements to the geometry of the earth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.6. Core Content: Algebraic properties (Numbers, Algebra)		NA	1	2	3	4	Evidence
M3.6.A	Explain how whole, integer, rational, real, and complex numbers are related, and identify the number system(s) within which a given algebraic equation can be solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.6.B	Use the laws of exponents to simplify and evaluate numeric and algebraic expressions that contain rational exponents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.6.C	Add, subtract, multiply, and divide polynomials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.6.D	Add, subtract, multiply, divide, and simplify rational and more general algebraic expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.7. Additional Key Content (Geometry/Measurement)		NA	1	2	3	4	Evidence
M3.7.A	Know, prove, and apply basic theorems relating circles to tangents, chords, radii, secants, and inscribed angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.7.B	Determine the equation of a circle that is described geometrically in the coordinate plane and, given equations for a circle and a line, determine the coordinates of their intersection(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.7.C	Explain and perform constructions related to the circle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.7.D	Derive and apply formulas for arc length and area of a sector of a circle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M3.8. Core Processes: Reasoning, problem solving, and communication		NA	1	2	3	4	Evidence
M3.8.A	Analyze a problem situation and represent it mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.B	Select and apply strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.C	Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.D	Generalize a solution strategy for a single problem to a class of related problems and apply a strategy for a class of related problems to solve specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.E	Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.F	Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.G	Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M3.8.H	Use inductive reasoning and the properties of numbers to make conjectures, and use deductive reasoning to prove or disprove conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix C. Reviewer Comments

The following section includes optional comments from individual reviewers about their opinions of the instructional materials. Reviewers addressed the question, “Would you want to teach from this text?”

C.01 A+nywhere Learning System

This technology will not keep the interest of students who watch TV and play video games. It is predominantly reading screens which describe vocabulary words and solved equations. This publisher does have excellently incorporated interactive software via the "Launch Activities". Geoboards and Pythagorean Theorem are visualized this way. The program seemed to "freeze" a lot for me when getting answers incorrect. This program allows students to know that their answer is incorrect, and encourages them to keep trying to get the right answer. After many wrong guess and check attempts it moves on. A lot of times it gives the student and easier problem to do. When making an error, the screen will provide the same suggestion multiple times. When solving problems, there is an equation and then all of the steps shown at once as a printed book example.

The materials were very compartmentalized, coherent connections between sections were not evidenced. Many of the core content areas were not adequately aligned (7.2, 7.3, 7.4, & 7.5).

Student is given four tries to answer and then the program goes on. This would be good for independent review, extra practice or advanced study.

This program does not allow for concept development. It only provides reading and testing of that reading.

A very comprehensive program with almost all of the standards represented. It was a little difficult to get started but became easier as I worked with it. As a person's experience increases, the ease of use would also.

Concept development requires students to read and comprehend blocks of text and/or math equations. Low complexity level on almost all problems. No hints or guidance for students on incorrect answers.

Lots of software problems. I couldn't get out of practice even when prompted. Would completely shut down when trying to navigate.

I am concerned about the speed of this program on certain computer hardware. If performance is good, this product would make a good remediation tool. Question: Is database user-extensible? Suggestion: alphabetize module names as lists are getting too long to randomly locate names.

This program gives limited practice. It would work with students who need minimal extra help or support. There is problem solving after each concept is taught; however little or no analyzing, identifying, comparing, and communicating involved.

This program can be used to strengthen weak skills. It fits less than half of our standards well and must be completed on-line, but it does have a teaching component that helps students who are behind or missed school.

Study sessions are very limited in scope and depth. Some helpful and specific information in study session. Ample practice of formulas provided in practice and test sessions.

If packaged by content area the lessons would be useful as supplemental materials. As is, WA grade level performance expectations frequently do not align with A+ grade level packaging.

C.02 Accelerated Math

A reference library of objectives was given to review. There were limited practice problems (1 or 2 per objective) although the accompanying manual said "many, many problems" are available for each objective. It would have been good to be able to see how many questions for each type objective to see the variety. This is a well-setup system. The possibilities are vast for the teacher with the various libraries of objectives with multiple questions. As an evaluator, I could not determine the variety of supplemental problems available by looking at the library guides alone. Are there subtraction and multiplication 1-step equations available also? This was unclear by the submitted materials. The training manuals for the computers are excellent and easy to follow. This program would utilize differentiated assignments and individual instruction (possibly with small groups) quite a bit. Printouts of individual assignments would use a lot of paper and ink. This would be excellent for remediation to cover basic skills and core content practice.

A program of practice problems and tests but lacks conceptual development. Would help to differentiate instruction.

There is no instructional component to this program. It is just an assessment/reporting tool.

This program is for assessment purposes only. No conceptual development! Practice is low-level and mainly multiple choice. Objectives and practice seem to be created specifically to align with WA math standards. This is no different from giving multiple choice assessments except that they are on the computer and records are easy to access.

Multiple choice will provide quick feedback. However, there is little emphasis on process and students depend entirely on teacher for instruction using this supplement. Skills practice only - no concept development.

While this program is clearly supplemental (there is little, if any, conceptual development) it is well-matched with the standards that are more computational in nature (they have little opportunity for students to explain strategies or processes). This program provides teachers with good opportunities for enrichment and intervention. With training, a teacher could be more efficient in filling individual needs. One disadvantage is that the practice isn't very varied.

This product is primarily one providing libraries of practice. The multiple choice problems may be answered using a Scantron sheet which has an interface to the program. Thus grading and data collection would be fairly painless. There are also extension libraries containing more challenging and free response questions. Presumably, those would have to be hand-scored. In the limited time I had to evaluate the product I couldn't determine if a user could add to the library on their own, not whether the libraries were more extensive than what was represented in the notebook and on the computer. It appeared to be easy for a teacher to set objectives for a student customized to the student's needs, and then track and regularly assess progress. There also appears (in the literature) to be electronic answering devices available, although those weren't included for our evaluation.

Provides diagnostic practice to testing materials with instant feedback for students and teachers. Program mentions Extended Response Libraries that were not available for review. Math 1, 2, 3 series - each class has multiple libraries of problems. Problem libraries are in traditional format. This is not a teaching supplement, but a viable diagnostic, practice and assessment supplement.

This program would be a great supplement for students needing extra support/practice on specific performance expectations. However, it does not allow for verbal or read aloud. The program is limited where students are asked to explain or construct. Great program to supplement for extra practice, however when students are asked to collect, organize, or describe, the program falls short.

This would be a great addition to create supplemental practice worksheets and to monitor which students are meeting objectives. It gives immediate feedback and tailors new worksheets for each student's needs. Love it!

Used as a support to well designed instruction, this program could be used to provide ample practice and/or assessment. Used alone, it may not be effective to those who have misconceptions! I would use this program very selectively - being sure to align it with carefully planned and well executed instructional practices. Those rated a 3 are at the level because there is ample practice and possibly some development of the skill, but I'm not certain that there truly is development. Used in conjunction with strong instruction, it's great practice!!

These materials give practice on previously learned material. They are not designed to teach a concept or procedure that is missing in your core curriculum. Thus, this program could not serve as a stand-alone curriculum for gaps in the core curriculum. This program could provide some additional practice on previously learned procedures.

C.03 Aha!Math

These materials use on-line games, and some worksheets, to supplement classroom learning. The games are appropriate in length and not too distractible to the actual math we want students to understand. These materials are strong in computational fluency and the use of algorithms. The instructional videos, lessons and on-line quizzes are appropriate for 4th grade students - not too cartoonish.

Lessons move too quickly to allow students necessary "think time." Answers are given almost immediately during lessons. Explanations are generally clear, but practice insufficient. Difficult to tell from samples provided if there is sufficient practice for students on given skills/concepts.

The pieces of this program that match the standards at this grade level are primarily instruction based and provide little to no interaction by the student. This program would be a great resource for completely meeting standards if there were more activities and games that aligned with each standard. The program would be very student and teacher friendly. This program has the potential to be a great supplemental resource; however more activities and games are needed to align with the standards.

This program would be OK for kids who have very basic math needs. The materials are basic and "surface" level. Students could use this for limited practice but conceptual understanding must be built elsewhere!

This program provides some nice opportunities for students to practice skills independently. I like the clear, visual instructions and the ability to self-correct with guidance when needed. While it does not cover many of the process-oriented standards, it is a nice supplement.

C.04 Aim for Algebra

The materials did a great job meeting the standards that were addressed.
This material is meant as a comprehensive full-year intervention curriculum. It has good information on teaching strategies and is highly structured. Good preparation for teachers. Lots of background information and teaching suggestions. Material starts at middle school level and builds only to Algebra 1 levels. I would use only for remediation at the tenth grade level.
This program offers intervention for concept development and practice of linear functions, rational numbers, proportions and problem solving. There are no lessons on geometry, probability, and statistics. For 8th grade standards these materials are only a good match with linear functions and core processes. They also address some 7th and 9th grade standards. Designed for intervention with group activities.

C.05 ALEKS

This program offers lots of opportunities to practice skills, but offers weak examples for developing concepts and connecting them to each other. Should have sound to reach the auditory learners. The program lacks an instructional component that would effectively remediate struggling learners. It seems like a drill and practice type of program, but the design did not allow me to view entire program from a student viewpoint in a reasonable timeframe. My perception may be off due to this constraint.
Program doesn't speak to higher order thinking skills, but could be used for students who need practice in other skills.
This program gives many students a chance to practice procedures and mental computations. Some of my students may get frustrated and start clicking away, especially when needing to use the mouse to draw lines and measure angles. For most students, though, this would offer those TONS of math practice. This is a well-done computer based math program. Many students would be able to progress through the program with limited teacher involvement. For ELL students, with teacher guidance, there are plenty of diagrams and charts to aid understanding. I would supplement this material with use of hands-on manipulatives like building with base ten blocks.
This material could easily be used as supplemental to Algebra 2 in order to help a student with Algebra 2 skills. It would be excellent as a review as well. Those areas missing, primarily the standards for data/statistics/probability would need to have different supplements. Aleks does a very thorough job of covering almost all of the Algebra 1 standards. The few "holes" could easily be covered from another text or by going to a different level in Aleks. Aleks 10 is very comprehensive and could be used almost as a standalone except for those few missing items that would need to be met with other materials. Once a student gets familiar with the computerized procedure, learning would definitely be enhanced.
Not enough teaching for the average student to learn skills from this program, but sufficient for review and practice of skills. Not much analysis in problems; mostly low complexity. No conceptual development in the "Explain" option. Allows students to view their progress to mastery. Allows teachers to specialize student assignments based on pre-assessment and student practice recorded by the program. Otherwise, the program will adjust assignments to fit student individual needs.

This program would complement any core curriculum. I would definitely teach from these materials. It is great to have a computer based program that allows students to construct. However, they are not asked to explain reasoning.
This program would be much easier if a mouse is available. Also a number keyboard. The line drawing feature is very hard to use especially without a mouse. "Mastery of My Pie" is very motivating and helps a lot! It's nice to run across a program that specifically aligned with our state's standards.
Very comprehensive and thorough.
I like how the problems are chosen for the students' individual needs. User friendly - allows for graphing opportunities without using paper. As far as computer programs are I would rate it slightly above average. Good tool for independent practice with remediation opportunities.

C.06 Algebra 1 (TCM)

These Teacher Created Materials are incremental in difficulty area. The scope and sequence is focused on Algebra 1 - but there are a few topics for Algebra 2. There are ample problems for practice. There are card games and board games as part of the review sessions. There is only one main idea a lesson which helps students focus and practice the main idea. The reviews at the end of each unit are full of good practice problems.
Although some aspects of this material cover concepts very well it has many gaps as far as the Algebra 1 standards are concerned.
Very teacher-centered. There is some conceptual development of topics but generally students take notes on a topic and practice problems. Factoring and simplifying polynomials are divulged conceptually. Designed for all students to be working on the same lesson at the same time.
This product has neither index nor table of contents. It also would only be appropriate at the Algebra 1 level for a student who was severely in need of remediation, i.e. The materials are, in general, too lightweight for this level. This product is not a good mapping to WA State Standards. There are some decent practice sheets for linear functions and some angle problems using algebra, but beyond that, this product has little to offer as supplemental material.
These materials could be used as additional practice on some procedures, but the level of difficulty doesn't vary much from very easy. There isn't sufficient concept development or varied practice to use these as gap filler for core program. These materials do not address the process skills.

C.07 Algebra Crash Course

These materials have very little Algebra 2 content. It is much more appropriate for Algebra 1, but even then it just kind of skims over many topics. There is not much practice. I can see this being used only in Algebra 1 (Math 1), mainly to catch up a student. Needs the teacher for instruction - not for independent student use.
Interesting material but not very relevant at grade level.
The program appears to be intended mainly for a remediation course. There are many gaps in comparing this to the standards. Make sure that this course contains what you need in terms of time and content. The content that is here is well developed and worth consideration.
Good for remedial teaching or summer school but it doesn't hit enough standards.

C.08 Algebra Readiness (MTP)

Good lesson but not enough practice in follow-up.
Not enough depth.
The program balances conceptual development with procedural practices, but there is insufficient practice and not enough depth.
Useful as replacement units. Problem solving is well-integrated.
Good practice and good development of mathematical concepts.
Excellent teacher-led introductory activities to develop conceptual understanding. Skill builders in addition to practice worksheets. Excellent number sense, operations and algebra supplement (6th grade level).
Clear step by step instruction; 1, 2 and sometimes 3 pages of practice for each performance expectation assessments included. Word problems and problem solving very limited.

C.09 Algebra Readiness (TCM)

Very well developed and sequential. Great supplements!
I could see this material being used as an extended day or summer school program for students expected to have difficulty in an algebra class. I like the publisher's philosophy of intervening before the student has failed to master the required content.
Low complexity problems. Some interactive activities for groups of students. Games are used to reinforce skills. Speed fluency builder assessments as well as untimed unit tests or quizzes.
Apparently the only material the student gets is the Guided Practice Book. There is almost no content (other than some problem solving strategy discussions.) It is just practice. The lessons all derive from Power Point presentations. Since this is a very weak mapping to 8th grade standards and only affords decent practice in a few areas, I would not recommend this product.
The materials do not sufficiently develop most topics to be used as a supplement to fill a gap in the core curriculum. There is insufficient attention to connecting multiple representations of an algebraic relationship. The Guided Practice Book could be used for additional practice of previously learned procedures.

C.10 AMP Math

This program is designed for students performing at the 15-35% level and in need of intervention. The standards covered are taught through well-designed lessons. The accompanying AMP Link magazine for each unit offers opportunities for student projects within the framework of high-interest topics. I could also see these being used for highly capable students at lower grade levels as an extension to their math.

<p>This unique book series is a wealth of math as connected to the real world. It is introduced (via a magazine) each month full of current events and real world applications and projects to extend learning. There is a student workbook and skill builders (blackline) to supplement practice. Although this is being reviewed as supplemental material, it is more similar to a regular classroom series. Pacing might be an issue. Lots of information and reading with limited time. The projects are short and doable! For instance find the total number of hours worked per week. Write an equation to show this. Explain your thinking. This is an intervention program for students in middle school and high school who score between 15th and 35th percentile on norm referenced tests. The text is written at a 4th grade reading level. This is bound to have a high student appeal because of the format and clarity and connections to the real world in a meaningful way. Ideal for a class of students who don't normally connect to "school" or see school as "irrelevant".</p>
<p>This looks like it would best be used as core curriculum in a remediation class. The Link magazines will hold student's interest. Assessments and "Assessment Masters" book are all multiple choice.</p>
<p>The program is not appropriate for third grade. Reading level is too high. Standards are not met at 3rd grade level. Concepts are presented in a context well above a struggling third grader. The program should be used at middle or high school.</p>
<p>These materials offer sufficient practice and conceptual development in a few areas - decimals, fractions and some problem solving. These materials offer cursory coverage of many standards.</p>
<p>No depth to the lessons.</p>
<p>Not written at grade level.</p>
<p>These materials do not hit enough of our content standards at this grade level (8th), but it could be good for bringing lower students up. It is very engaging and interesting but the magazines would be an on-going cost along with the student guides.</p>
<p>I have a feeling that the publisher alignment worksheet did not always cite all of the pages aligned with every standard. I was able to locate several pieces of evidence that support standards to give the product a stronger rating.</p>
<p>If I was a middle school teacher I would use these materials.</p>

C.11 Big Math

<p>Thorough program; has all the elements.</p>
<p>No conceptual development. No practice. Hard to follow.</p>
<p>This is NOT a supplement, and I believe teachers would be overwhelmed with this as a "supplement." As a core curriculum, it has many good points.</p>
<p>Seems more like a regular than a supplemental program.</p>

C.12 Box of Facts/Book of Facts

<p>Good for teaching math facts.</p>
<p>This is a great program if multiplication facts are the focus.</p>
<p>Excellent for fact recall.</p>
<p>Supplement targeted to addition and subtraction (1st grade). Targeted multiplication and division supplement (3rd grade).</p>

C.13 Do The Math

Lots of materials, but very easy for teacher to read. Good language development, academic vocabulary. Uses good literature.
Focuses on addition, subtraction, multiplication and division. Could be used with small groups. Limited student reading required. Good for ELL.
Although this program aligns very little with grade 6, what it does cover it teaches well. For students having difficulty with division and fractions at any grade, this program would be beneficial.
Provides ample support and opportunities for learning key math topics.
For the content these materials are strong in multiplication, division, fractions and problem solving. These materials are very well developed. Teacher direction is necessary though. I picture this more as supplementing curriculum for the whole class not individually or independently (by students).
There are too few matches for a 6th grade supplement.
I would use these materials for intervention and summer school. I would want to teach from these materials as they are strongly focused on helping students to catch up and build strong foundations for addition and subtraction.
It simply does not cover enough of our standards, though fractions are covered very well.

C.14 Every Day Counts

Students will be able to do games on their own. Good practice in some areas. Covers some standards very well. Program does not cover enough of the standards to understanding. Games can be used independently. Well laid out with repetition throughout the year.
If your core instructional materials don't already include a "Calendar math" or daily math discourse, this supplemental material would be good. With a repetitive format, students build conceptual understanding and some procedural/computational fluency. Its strength is the 10-15 minutes spent daily as a class "talking and thinking" about math ideas.
Plenty of opportunity for the teacher to emphasize/de-emphasize components based on classroom needs. The calendar component allows for professional judgment. A skilled teacher could successfully and easily modify/adjust during instruction to meet specific student needs.
I really like the partner games. I really like the calendar for Kindergarten.
I only see one main drawback to this program. It requires daily work that could interrupt the core curriculum or the science portion if the school uses block scheduling.
The materials develop key concepts and revisit them throughout the year. The daily and monthly assessments are great, but there isn't enough rigor to fit our new standards.
At kindergarten level, the Partner Games alone would meet several of the standards! Easy to locate activities that support the standards - nice layout!

C.15 Exploring Math

I like how there are PowerPoint presentations to go with each lesson and how at the end of each lesson there is differentiated activities.
Program clearly laid out and comes with optional PowerPoint slides. Skills/concepts that are covered tend to be well-developed. Core processes (reasoning, problem solving, and communication) were not indicated for review by the publisher, but a substantial problem solving component is included in the program. (Specific problem-solving strategies are introduced, guiding students through problem-solving steps, and opportunity for communication.)
Most of the concepts in this program are below fifth grade level. It would work well for 3rd or 4th grade. It would also be useful if students are below grade level.
Although the materials have conceptual development and adequate practice, these are not aligned well to Grade 5 WA standards. These materials offer conceptual development, ample practice and opportunity to learn for struggling students. Exploring Math 3 provides conceptual development and ample practice in a few areas: Fractions (3.3 A-D), concepts Grade 3, and working with data (3.5 E). These materials provide sufficient conceptual development and practice but do not meet many grade 4 WA standards. These materials are rich in conceptual development and practice. Teacher materials include pre-made PowerPoint presentations!
This program lacks any of the process strands. There are many parts where there are not a lot of examples. The books also have sections on problem solving, but they were not addressed.
None of the materials match 5th grade performance expectations. Publisher alignment worksheets did not match up with materials.
This program is easy to use and with each individual math area having a unit, it is also easy to focus the intervention.

C.16 Extensions

Good as a supplemental intervention program. Lessons are quick and easy.
The program has good ideas and activities but not enough depth.
Many good ideas for teaching - but not enough material on any one topic.
Not enough coverage of any specific performance expectations to warrant use as a supplement. Scope is too broad.
This would be a true supplemental program. It does, however, lack depth in concepts.
Many of these activities (7th grade) are identical to 6th grade with new numbers - not a dynamic approach. Also, it is missing many 7th grade standards Can accompany classroom instruction or supplement individual student needs.
This program is simply a set of extensions. It will not provide either enough content or practice on its own.
Not enough depth and insufficient practice.
Activities are brief with little opportunity for practice and follow up. Nice resource for additional activities but insufficient to adequately address most standards.
The materials were designed for remediation of previously taught concepts. It gives concept development and practice of procedures in a condensed program. This program is not intended to fill a gap in the core curriculum. Instead, it is designed to remediate or extend previously taught materials. This program does not address the process standards.

C.17 FASTT Math

The program is limited to basic fact mastery of addition, subtraction, multiplication and division. Worksheet generator allows for customized practice.
The purpose of the program is to develop fluency with multiplication/division facts. It does provide systematic practice and instruction.
Provides direct instruction and practice to build automatic fact recall over time. Requires frequent regular use. Activities include skill practice and game format.

C.18 HELP Math for ELL

These instructional materials are well-aligned, engaging, intuitive, and of all-around high quality.
I like the real world applications.
This program contains many of the grade level standards and adjacent grades, as well. I like the casual nature and clarity intended for ELL students and believe it could easily serve all students for intervention and remediation. There is great instruction, but limited practice.
In order to align with 5th grade performance expectations, I had to go in and out of multiple levels and math areas making this program too difficult to meet the 5th grade standards.
It takes a very long time for each part of the program to load. It tended to cause me to lose interest. Real world entry task at start of each unit is cute but sometimes a little long to keep my attention. Each time an error is made, students have to actually close the popup that tells them they were wrong.
Waiting for "loading page" between each problem will lose all students. Math models are at times incorrectly labeled. Little opportunity for reasoning and thinking. I do like the vocabulary component.

C.19 M/S Segmented

When graphing systems of equations, the application problems deal with points of intersection supported by solutions of elimination (Algebra 1 skill) although a very large graph could be the solution. This material would need to be re-aligned with the Performance Expectations with the specific problems in place of the currently mentioned item specifications. The multiple choice questions have a wealth of practice. Rich in working with decimals; not as fraction work. The publisher's alignment worksheet was based on the main problem in each chapter - there are actually many more examples of these standards in the multiple choice problems that are scattered throughout. A rich supplemental resource would be to categorize the multiple choice questions by the new Performance Expectations. This material has the potential to be very useful to classroom teachers if it would be organized by new Performance Expectations and the multiple choice questions would be arranged by topic also. This is a useful resource for our state. More work needs to be done before it is ready to be released. The translations and reflections have good visualization activities! The geometry (p. 110-111) exercise for the distance formula is very good! There is an excellent section on Box and Whiskers (p. 78-80) summary. In Number Sense, the ballpark problems would be good class activity for group presentations. This material would be appropriate for 6th and 7th graders. To be useful there should be an index for the multiple choice questions by topic. The material has a lot of word problems that students could solve if the teacher helped them setup the equations first. To be useful, this material should have an index and table of contents. Uses feet and meters in measurements. Perhaps additional work with cups, quarts, liters could be used. The content is well developed through scaffolding within each chapter although it is not sequenced from chapter 1 through chapter 28. Because of the high level pre-algebra and algebra skills necessary for completion of some problems, teacher supplementation and enrichment may be necessary. This would be good enrichment materials for highly capable 6th and 7th graders because it utilizes basic skills and extends the difficulty and application.

Very good supplemental material.

Could be useful as challenge materials. Materials better suited for middle school students.

Much of the text material listed as 4th/5th grade content would not work for a 4th or 5th grade student. Much of it involves writing and solving equations or inequalities. I would not recommend this program for 4th or 5th grade, but for grades 6 or higher I would recommend it.

Although many excellent problems are presented in this program, I believe it would require a lot of preparation to determine what to use and when. A lot of the standards weren't addressed - or, if they were, they were not readily visible.

The materials identified for 4th grade were more appropriate practice for an upper grade.

I would use for common assessments maybe. It might be nice to have anchor papers and rubrics.

C.20 Making Sense of Problem Solving

Standards that were addressed were generally covered well.

Materials are limited in the scope of what they teach. Not all areas of the WA standards are covered.

Potentially an excellent resource for teaching the core processes (reasoning, problem solving, and communication). A number of core content strands are integrated, but the focus remains on problem solving. Strong resource for teaching problem solving. Could select those units that best match current content instruction.

This supplement does a good job developing concepts. It also helps teachers improve their strategies. It does not contain a large number of small practice problems but long problems with much development.
Program is aligned to NCTM focal points. Materials provide rubrics and sample student work. Provides real world mathematical tasks.
Covers select standards very well - conceptual development and sufficient practice for students to master. Very strong at developing connections between different representations of linear functions. Describing data sets is richly developed and provides a lot of practice for students. Teacher questioning strategies are provided in guide to promote student reasoning. "Fix It" at the end of each unit has students revise and improve a work sample.
One or two lessons for identified performance expectations. Table of contents would be helpful. Lessons require manipulatives and literature not provided.
This program continues to build problem solving. Many standards are practiced through the problem solving processes.
Core Processes are addressed strongly in the program's chapters A, B and C. Although in order to ensure student success with the core processes, the teacher would need to actively engage in appropriate instructional strategies introduced in the facilitators guide. The processes are not embedded within each problem but assumed that these strategies are teacher directed. I can see this supplement not utilized to its full potential if a teacher doesn't have strong instructional skills to lead students through the reasoning, problem solving and communication processes.

C.21 Math Avenues

Excellent on problem solving. Lots of examples.
The materials were not up-to-date.
A good selection of problems with teacher support. The difficulty would be with finding the material you need. There is no index or method of quickly finding material.
Little skill practice; lots of problem solving and application.
There are some great ideas in this program but it seems very unorganized and hard to locate specified pages/activities. There are a lot of great problem situations that incorporate the standards that strong math teachers can use to generate worthwhile lessons! I would use this program to supplement my instruction once it is in final production.

C.22 Math for the Real World

The material is very interesting and would keep the students attention, but almost all problems in the little books are already worked out. The only practice problems are on the blackline Masters - one page per booklet with only 3-5 problems.
These materials would be well-received by my proficient, group-oriented students. It is not a program where they could do independent work, as all activities are done in groups or pairs with teacher-guided instruction. My "basic" students would have difficulty with the large amount of printed material. For Kindergarten students, these materials offer opportunities to integrate math into all subject areas through the Additional Activities section. Also students are encouraged to "write about math" early on.
This would be fun if we had 300 days a year in a grade level, But...the activities themselves are time-consuming and are mainly for reinforcing skills already taught.
Student texts may provide a nice compliment to a classroom library.

These materials are very "surface" with little practice or conceptual development. No assessments!
Love the leveled books.
Definitely supplemental material containing fascinating information from an historical aspect. The math processes are clearly explained; however, not all the 7th grade standards are met. The math facts used in this very interesting series are intriguing. The topics would be fascinating for children; however, there is not enough practice supplied to reinforce concepts or the standards. As a math support, this material is insufficient but for general interest purposes it is very good.
This program can provide integrated enrichment for students who have grasped concepts well and are in the application phase of computation. There is very little student thinking or problem solving or reflective practice for processes in these materials. The books are beautiful, but are of little value because they merely provide demonstration for students. Not a strong supplemental program – it does not provide varied practice.
The books in this product (little more than pamphlets) are engaging narratives of topics such as building the Hoover Dam, or Managing your Money. There is considerable reading to extract a few math concepts and there is no practice in the books. The only practice are a few problems per module - limited to one page black line master, typically not very challenging for the teacher directed activities - usually 3 per module. This product might be an interesting resource for enrichment/enhancements, but not as supplementary material, particularly for skill building.
These books would be a great teaching tool for a new concept!
Small, literate books by single authors show math in compact, interesting ways.

C.23 Math Out of the Box

Seems difficult to pull out activities to supplement a regular program. A lot to cover for a supplemental curriculum. Difficult to pick out and teach one area.
Develops concepts well. Not a lot of practice.
I like the inquiry based design of these materials. There are opportunities in each lesson for students to use reasoning, problem solving and communication. The understanding of concepts is built, although there isn't much practice for individual fluency.
Seems to be intended as a core curriculum rather than supplemental. Lessons average 1 - 1 1/2 hours in length. Materials would be time-intensive for the teacher to use (reading and preparation) and could not be used independently by students.
These materials are best suited for core curriculum needs. Students would not be able to use these materials independently.
This program may be appropriate as a core curriculum; however it is not a supplemental material.
Good core program.
Citing an entire book did not help with targeting WA's standards.

C.24 Math Triumphs

<p>Teachers' manuals (Grade 6 & 7) would be better as loose-leaf or individual booklets because of index in middle of book. There are video clips of instruction available through "math online". Although I am not proof-reading the text, I am finding several errors in the teacher's edition. There is a vocabulary supplement in English-Spanish for Grades 6-8. This information is clearly presented in an incremental manner. This allows student to learn and summarize the methods in mathematics. A lot of practice at the basic level is presented. The program is designed as an intervention for students who are 2-3 years behind grade level for intercession and resource room help.</p>
<p>Both grade 7 and grade 8 books were in the bin and both were needed (for grade 8 review). There is a pre-test and test for each chapter and a chart to indicate what section each missed problem is associated with - nice to know. Also a practice test for each chapter. Not much practice and lots of reading. This really looks more like core curriculum than supplemental material.</p>
<p>Strongly developed concepts but limited practice.</p>
<p>Publisher included Grade 1 texts (in Kindergarten publisher alignment worksheet) that were not considered.</p>
<p>This publisher packaged the 4th and 5th grade Teacher Edition together in one box to be evaluated for 4th grade. This means that to meet the 4th grade standards a school would need to buy both the 4th and 5th grade materials to supplement 4th grade curriculum. They put a sticker on the grade 5 textbook that says, "aligned to Grade Four Standards". This text is not designed to be used as supplementation, but the math course for an entire year (two years actually). In aligning their text to the standards, they included many examples of page numbers that are not remotely close to meeting the standard. Having congruent side lengths does not make polygons congruent, with the exception of triangles. Much of the math is below the 4th grade level (i.e. Very simple multiplication, decimals and area.)</p>
<p>Pullout program for students struggling in math. The program also has a summer school piece. The program acknowledges the ELL piece. More like a program than supplementary materials.</p>
<p>Very few gaps. Mainly strong supplement. Gaps filled by earlier grade level material.</p>
<p>The program includes comprehensive progress monitoring.</p>
<p>Excellent instruction, practice and assessments to ensure mastery for each student. Frequently monitors progress in various ways. Includes diagnostic assessments to assess skills before moving to new concepts. Very easy for teachers and parents to use. Excellent balance of conceptual and computation. Not enough practice for quick recall of multiplication and division facts (4th Grade). Concepts are explained so student can understand them. Vocabulary and examples are provided for student reference. Multi-step word problems are broken down to help student understand process before they do problems on their own.</p>

C.25 Mathematics Navigator

<p>The materials are very user-friendly and the pacing for the lesson seems to be appropriate for the content.</p>
<p>Great program for grades 2-4. However, the 5th grade level was very similar to the 4th grade level. It covered the standards at a very shallow, basic level, not in depth. Good, strong place value and algebraic sense. Uses journal writing and self assessment. Easy for teacher to use. Good vocabulary work for ESL and low language learners. However, there are no lessons for dollars, time, measurement, and geometric sense.</p>
<p>It would have been much easier to score if the student workbooks had been included.</p>
<p>Concepts are thoroughly introduced. Close alignment and the 4th grade level. The multi-digit multiplication lessons were clear and would lead students to become computationally fluent. It includes daily conferencing with students and specific questions for the teachers to use to discover misconceptions.</p>
<p>Skill cards and study cards were missing.</p>
<p>These materials are appropriate at the Algebra 1 or Math 1 level only. They are not designed to match Geometry content standards. This material is a good choice for students taking a resource class or math lab class in addition to their regular math class. Weakness - no systems of equations. Strength - developing reasoning skills; exposing misconceptions; building on prior knowledge; development of functions, solving equations, and data analysis. Most work is done in pairs or groups in the classroom.</p>
<p>Problem solving is embedded throughout; however not challenging enough for this level.</p>
<p>The program does not hit enough of our standards at this level even though it builds conceptual understanding for some standards. There are many holes. These materials cover number sense and fluency well. Much of the content relating to geometric figures and slopes, y-intercepts is not covered. What is covered is done well.</p>
<p>I like the way each Teacher's Guide identifies the major area of study-very targeted and easy to locate activities that are needed! I wonder if more evidence would have been located if the student books, study cards, and skill cards had been here for review.</p>
<p>Very strong program for diagnosing and addressing common student misconceptions underlying many mathematical procedures. Students learn to interpret graphs and match situations to graphs. Less analysis of numerical relationships (tables). Problems are usually presented in varied contexts, but students do not engage in true open-ended problem solving. There isn't sufficient practice once a student clears up their misconceptions to solidify some procedures. You would not be able to use the materials as supplemental practice. The materials are meant to address misconceptions.</p>

C.26 Number Corner

<p>I like the way the information is presented. Teacher and student friendly. Very good math content in a little bit of time.</p>
<p>Not a lot of specific practice in the core processes.</p>
<p>I like the concept of these materials, with a monthly calendar and the 3-6 types of workouts per month. Unfortunately, I'm thinking that the 5th grade materials might match up better with the 4th grade WA State Math Standard.</p>

I liked the whole program. I could see it as a supplement to a regular program. I like the calendar elements, especially for Kindergarten. Good core program I like the student book. Would be good as a supplemental material.

The design of these supplementary materials would be very helpful in the quest for a daily routine that provides consistency and opportunity to practice both computation fluency and more cognitively demanding instruction. It seems like it could supplement any curriculum, not just Bridges. While this grade level didn't seem to meet a majority of standards, the problem-solving portion is very strong and the routine fluency activities/games promote critical thinking and mastery.

Since this program was designed as a 15-minute daily supplement to the regular math program, practice opportunities are limited. The variety of skills is phenomenal though. Well organized - easy to find all listed materials.

Rich verbal discussion and work manipulatives. Not enough individual practice and mathematical content. Fun engaging games and activities. Not enough individual practice and assessment.

C.27 Number Worlds

This series did a good job of meeting the standards that were addressed.

Materials feel more traditional than some of the other supplemental materials available.

Not strong development of concepts and limited practice.

Possible use for remediation.

This program aligns highly with the standards and could be used as a core curriculum; however it is not a supplemental material.

This program was difficult to follow and lacked many elements.

This program is not very cognitively demanding. Concepts are not provided in a variety of ways and it is not as rigorous as the standards demonstrate. It would be more appropriate as a remedial program. But I question its effectiveness because of the rote nature of the program.

As an intervention curriculum for struggling students this material has potential. The building blocks software provides engaging activities that support learning. The page numbering system for the teacher editions is confusing.

C.28 Orchard Software

Program was very user-friendly and graphics and audiovisuals were engaging. There are some good practice things, but as a whole, I would not use it.

Program is a bit outdated. There is better technology available. More practice should be included.

Each concept being taught needs to be clearly labeled. Publisher Alignment Worksheet is not accurate, regarding what part a concept is in. System froze on game for 1.2.H. It had some kind of module for every Performance Expectation, even though they didn't match. It's not clear what to click for each location to find each module. User interface on games is not user-friendly. If the publisher had put forth more effort to properly align (the alignment sheet) with the standards and had given me an idea how a student would use it (is there a pre-assessment, how are they moved along?), it would have been easier to evaluate and would have received higher scores. Many of the "n/a" scores could have been avoided as well.

The graphics of the program are useful to give students visuals to illustrate complex mathematics (Pythagorean Theorem, slope, triangular angle measures, etc.) The program seemed to have close alignment with our grade 8 math Performance Expectations. The activities for the grade levels I reviewed were very limited. Not enough of a teaching component - and too boring to engage students into wanting to practice already taught skills.
The fact that many of the concepts and skills being evaluated were found at the end of a section of the program made this very hard to evaluate. Reviewers had to complete entire sections of the program in order to evaluate.
Since the publisher representative chose not to give evaluators a student or teacher user id/password it was only possible to look at practice problems in a very limiting way. It was thus difficult to ascertain how varied and extensive the problem sets are. The lessons are generally fairly good, but often more extensive (as in the practice) than might be necessary for supplementation or remediation
I had great difficulty locating coverage of any standards.
Technology is outdated. It is difficult to navigate and use and is too slow. Not enough time is given to solve problems in "College Game Multiplication".

C.29 ORIGOm^{ath}

At 6th grade level the program only covers multiplication and division. Teacher's Edition is weak with presenting information to help the teachers help students with concepts.
These materials seem appropriate for use with students who need to gain conceptual understanding of the computational part of mathematics. Models, manipulatives, and number lines are used effectively. Many of WA State's performance expectations for grades 4 and 5 are found in this 6th grade sourcebook while only a few of the 6th grade standards are covered. Since they are well-laid out and easy to follow, I would use the materials realizing that I might need to look at Grade 7 or 8 sourcebooks for 6th graders or using this material for 4th and 5th graders.
Grades 2 and 4 cited in explanatory notes but not considered for this Grade 3 review. Possible use for small group remediation.
Strong in addition and subtraction grade 1. Good building of conceptual development.
The Performance Expectations covered are covered well.
This curriculum has a lot of holes - even for a supplementary. It demonstrates a weak connection within standard core 2.1 and is only strong in 4 performance expectations in 2.2. The teaching component is strong and computation is supported by concept-building which can be taken further by a teacher to meet standards more effectively.
This program provides support, but is not complete.
Provides meaningful practice of computation skills.
Strong computational pieces with a focus on strategies that support conceptual understanding.
This material builds conceptual understanding. I couldn't wait to use them if I had them!

C.30 ORIGOmath (Complete)

At sixth grade the only performance expectations dealt with are multiplication and division of fractions along with some algebra. The program consists mostly of practice.
These materials seem to be set up to do an effective job of teaching conceptual and procedural math - especially multiplication and division. It wouldn't be materials to challenge upper-end students with and give them more opportunities to use the facts in meaningful situations. Strong in conceptual and procedural math - weak in process. These materials feel like they would be very beneficial to my students who need additional help with conceptual understanding, and practice of multiplication (especially 2 digits by 1 digit). Also help with fraction/decimal work. Individual components can be purchased to meet specific needs.
This is basically a box of 240 problems.
These materials provide students with strategies for computation. The problems seem to be heavily "number" based and do not provide much opportunity for real-world problems or deep problems
Very comprehensive for the teaching of facts.
This program focuses completely on computation and does an excellent job of providing all 3 tenets represented in the standards: concept, process and procedure. It gives a firm conceptual base for algorithms and fact learning. It seems like it could enhance any program.
Activities and extras provide significantly more practice. Program has many missing parts. Make sure this is adequate for your needs.
It would have been helpful to have a copy of the student journal for the review process since pages were cited in the publisher alignment worksheet (but I did find them eventually). Strong basis for computational fluency (good conceptual understanding developed.)
ORIGOmath Complete grade 3 addresses core content 3.1 and 3.2 in 60 lessons that build sequentially. Lessons build understanding and connections for teachers and students so it would be helpful to newer teachers or learning center students. Fundamentals (games) offer skill practice beneficial to all 3rd graders.

C.31 Pre-Algebra Pathways

Not enough relevant math background knowledge presented on most concepts to assist struggling learners. Adequate practice problems absent and program was very uninteresting.
Many of the Practice Modules skip fundamental steps. Students would be lost. The dots that attach to the cursor during a multiple choice test are very distracting. Using long and short lengths is subjective in assessments. Multiple choice distractors on the assessment are not valid distractors. The lessons on many sections are lacking.
Only addressed 2 performance expectations in 5th grade.
I would want these materials as a 7th or 8th grade teacher.
Font is poor for math concepts and operations. (i.e. $y = mx + b$ is shown as $x/a + b = c$) Not very user friendly, teaching portion is very wordy. Problems are not rich or open ended - very drill and practice centered.

C.32 Problem Solving Think Tank

Good activities students could do on their own.
These materials wouldn't work to actually teach the concepts or give students much procedural or computational practice. It would be good to stretch students' logical reasoning skills. I could see using this as quality material for students to use when their other work is complete.
No instruction. Would be beneficial for teachers to have in classroom to give students as fun challenges, entry tasks, a "Problem of the Day" on the board, etc.
These problems might be useful for students you want to challenge with independent work. They would be difficult to use for remediation because the problems are not organized by content area.
Great for daily problem solving.
Good practice problems that could be used as sponge activity. Excellent practice for students to choose and apply appropriate strategies to solve problems. These problems are accessible for students of different ability levels as they can be solved many different ways.
This product is a series of laminated cards, each with a problem on it. There are 12 sets in each box. Each successive set (of 20 problems) gets harder. These problems would be well suited to use as a class warm up, or brain teasers for a math club. But they would be of limited use either as supplementation or for remediation. Since there is no index or table of contents it requires a manual search to find problems containing specific content.

C.33 PuzzleWise

I can see this being used for review rather than remediation. It is hard to find problems for a particular concept - no focus on content within a single puzzle. Students would probably like this material.
Great supplemental material with lots of good practice.
Practice of concepts. No teaching of concepts included. I liked this program because of the practice it provides for kids.
Fun little workbook for students to use on a road trip, mini-vacation, or summer break.
Could be used as practice sheets to send home in a weekly homework packet. Covers a variety of skills each week with no depth.
Too much drill-not enough concept.
Great everyday supplemental material.
Excellent for practice and review. Good for homework. Only drawback is that the activities are not identified in any sequence. Teacher would need to evaluate which activities to assign and when by examining them individually. These materials not only give the student practice but do it in a way that is engaging. The involvement for parent when given as homework is a plus. These are excellent supplementary materials which could be selected to fit in with any daily lesson plan in math.
This program serves the purpose of practicing concepts independently, expanding vocabulary and practicing WASL format questions. The randomness of how concepts are presented made it very difficult to align. One or two isolated citations do not demonstrate the meeting of standards and while I would potentially use this curriculum for independent review, it scored very poorly overall with me because of the format and lack of conceptual teaching. It is strong in providing spiraling practice, but the rubric doesn't reflect this.
Challenging mathematical practice.

C.34 ReadySet Curriculum (WA Math)

This program was written explicitly to the new Washington State standards using Quizdom software. The program came with sample lessons to use with the Quizdom quizzes; however, only samples were provided. Had the software come with all lessons, this product would have received all 4's on the review.
Excellent examples in problem solving and proportions.
These are written specifically for our standards even though some standards have few examples and teachers would need to add in written and verification components since all questions are multiple choice. Also, there is an additional cost for student remotes.
Well written problems. Rich contextually, multiple representations. Great tool to use as formative assessment to get feedback immediately for teacher and student. I would definitely use this program!

C.35 Segmented

The standards that are addressed are covered very well.
These materials are designed to be used as a core program, as opposed to a supplemental program. They are well thought out and would work well for many students.
Activities could be worked on within cooperative groups. Problems within relevant contexts for students. Written in a way that students of all levels are able to engage.
This program has in-depth problems that would be beneficial to extend learned facts into contexts. It is strong in linear functions and statistics, and problem solving.

C.36 SuccessMaker

Easy to use. Varied problems (not the same problem with different numbers repeated one after the other.)
Good for some areas. Good practice.
No development of concepts or higher order thinking skills. Same practice repeated ad nauseam. Usually answer was in same spot as previous question. Kids will get bored.
Lacking conceptual development of concepts. Routine and mundane repeated practice creates a dull and un-engaging experience.
A few of the shapes in this program are incorrect. The circle looks like an oval and the square is a rectangle.
The place value models used to represent fractions look too similar to those typically used for whole numbers. It will cause significant confusion to a 4th grader. Why is the flowchart exercise included in every standard that addressed word problems? So often, the same story problem is given for all examples using different numbers. More varied contexts are needed. Uses "diamond" for "rhombus". Mouse will stay on for a long time if not clicked consuming a lot of time. Always entering the ones digit first isn't always mathematically efficient. If the answer is a single-digit number, it won't allow you to enter any more digits.
Not super impressed. The problems do not tie close enough to the standards. The teaching component (introduced as corrections when a student is wrong) comes after the practice.

C.37 Targeted Math Intervention

<p>Some of the visual models are poorly developed. For example; the visual model for addition of fractions could lead students to think you add the denominators. The text states it correctly, but the visual model might actually undermine the idea. The submitted student guided practice book was missing multiple pages (misprint). Pages 33-64 aren't in the book. This didn't allow me to verify some of the claims. The materials have insufficient conceptual development and transitions to efficient algorithms to serve as a supplement to fill a gap in primary curriculum.</p>
<p>Content was ok, but not very many performance expectations are addressed.</p>
<p>Work is on grade level. Needs more process exercises. It would be nice to see more work for each content area, but it is not such a small amount of work that it would receive lower scores, but it's close.</p>
<p>The grade 4 and grade 5 programs were not well-aligned with our performance expectations. The grade 3 program is, but the lessons are not in depth enough for students that are below level to reach mastery.</p>
<p>I like the student guided practice book and the student games. I also like the PowerPoint presentation slides.</p>
<p>Some skill practice, many well-written activities to use as performance assessments.</p>
<p>No apparent multiple language support or editions. Inadequate practice opportunities. There are pieces of this material that are excellent. However, I found the program to be somewhat disjointed.</p>
<p>I would use these materials for short term remediation or intervention.</p>
<p>This program might work well with students in an after school program; which is its intended use.</p>
<p>There is a gap between the models used for a concept and the efficient algorithms students are asked to use. For example, students are asked to model mixed numbers, but are then quickly transitioned into changing division problems into multiplication problems by the reciprocal (without explanation). At times, there doesn't seem to be sufficient time devoted to a task. For example, students are given one session to learn and become proficient in converting between fractions, decimals, and percents. Given that these lessons are needed to fill a gap in the primary curriculum, this seems insufficient. The materials were designed for intervention after students had previously been taught a concept through a different curriculum.</p>

C.38 Tech Tools Graphing Calculator

I would use this material as 6th-8th grade enrichment and performance assessments. However, it does not appear to be helpful to students who have major skill deficiencies and need lots of practice.

This supplement scored very low, but looks to be excellent for its stated purpose. The Tech Tools Graphing Calculator is a systematic and thorough program to teach the use of graphing calculators. The program is careful in its approach to calculators, and includes instruction for the math necessary to understand what the calculator does.

These are really terrific exploration projects! I would definitely use them as extensions or as enrichment for my classroom. This program is not designed to remediate students who have gaps in the existing standards.

The materials do a good job of addressing the process standard. Students are often asked to analyze a situation; select a strategy; represent the situation with tables and graphs and to communicate their answer. Some of the material is targeted below the standard, but a creative teacher could adapt these materials. The materials are not designed to introduce new concepts or build procedural fluency. They could not be used to fill a gap in the core curriculum, other than providing additional opportunities to practice skills.

C.39 The Language of Math

Wow! What an amazing program - just what my district is looking for. Not only good for ELL learners, but low language learners as well. Didn't line up with standards as well as the lower grades. I like how teacher friendly it is (and kid friendly).

This program has supplemental lessons that are to be taught before and/or after lessons in a core curriculum. The emphasis on each lesson is vocabulary so the students will be more successful in the main curriculum. This means that these lessons are not "stand alone" lessons as it is expected the concept will be more fully developed during the main curriculum. So, my ratings tend to be lower as mastery isn't expected first through these lessons.

I would use these materials to support our curriculum where it had "holes".

This program has conceptual development but lacks in practice; especially in the areas of division and fractions where students typically struggle. Division modules do not meet WA standards. The 5th grade modules are at a lower level than WA standards.

This program is specifically designed as a supplement to a regular core program to assist ELL students. Its emphasis is on teaching and helping students understand and process mathematical terms and concepts. It does not provide practice with number equations. It does provide practice with word problems for each concept so students understand how to identify the necessary information and process it correctly to find the answer.

C.40 Unique Math

Only deals with numbers, fractions and measurement.
The pre-assessment piece to this is a positive feature. The tutorials and lesson activities are far too cartoonish for most 5th grade students; especially considering that you couldn't fast forward once you understood their message. This program may work for some Resource Room or ELL students. Kindergarten students would find these tutorials and activities to be entertaining as they learn about numbers, addition and subtraction. I could also see it used by parents at home.
Excellent supplemental lessons for number, fractions and some measurement concepts. Assessment and tracking of student progress is helpful in meeting student needs. Graphics and visuals effectively support lessons however lessons and directions are very wordy which may be confusing for ELL students.

C.41 Washington Mathematics Supplement

Fun games - the kids won't even know they are learning math.
Some activities can be done independently after instruction. Well laid out, easy to follow.
Easy to use and hits many of the grade 1 performance expectations.
The instructional materials were designed to supplement core curriculum materials. If used to supplement the core curriculum, these materials could prove to be highly beneficial in targeting grade level performance expectations.
These materials could supplement the "holes" in our current curriculum to align to the new standards.
This program allows for conceptual development for most performance expectations. It does involve very direct teaching. There is limited practice on some performance expectations. Problem solving is embedded throughout however much of it is presented through teacher questioning. The program is teacher friendly.
The lessons are easy to follow with a supportive amount of practice for practice.
The program is very straight forward and easy to understand. The publisher made it very easy to find the alignment without guessing and/or judging. It's very explicitly outlined!
Engaging activities reinforce standards but not enough assessment, individualization and explanations.

C.42 Waterford Early Math and Science

This computer program was one that would keep the interest of the students while giving them quality math instruction and practice. There was great variety in the activities and lessons. The math appeared foundationally strong. As I gained familiarity with the program, I found more WA State performance expectations than I did at first peruse.
This is a comprehensive supplementary program covering many aspects of the standards. The self-paced nature meets many student needs and the assessments/reports meets teacher needs to monitor progress. The 2nd grade level demonstrates more problem solving strategies than the levels below. This is a comprehensive supplemental program that benefits student and teacher by meeting many needs of students providing instruction and a data collection component. The publisher did not include the text, so the scores reflect students' inability to explain or create.
Engaging games, songs, activities. Instant feedback is excellent.

Appendix D. Acknowledgements

Hundreds of people contributed toward the success of the project. Many are listed below. We wish to acknowledge countless others who provided input into the process – parents, teachers, district administrators, business and technical leaders, mathematicians, and other concerned individuals who shared their ideas and feedback on the process and results.

OSPI staff Greta Bornemann led the project. Jessica Vavrus and Alan Burke provided crucial executive oversight. Alisa Conway, Michelle Mullins, Judy Decker, Megan Simmons and several others provided key logistical and operations support. Karrin Lewis and Boo Drury provided mathematics content support.

Relevant Strategies staff Eugene Ryser coordinated the data collection process. Porsche Everson was the lead author. Nicole Carnegie contributed to the statistical analysis.

IMR Advisory Group	
Name	Organization
Amy MacDonald	Bellevue School District
Anne Kennedy	ESD 112
Carol Egan	Bellingham School District
Carolyn Lint	Othello/Renton School District
Christine Avery	Edmonds School District
David Tudor	OSPI
Fran Mester	Monroe School District
Heidi Rhode	Evergreen School District
Jane Wilson	Evergreen School District
Janey Andrews	Bellevue School District
Karrin Lewis	OSPI
Kristen Pickering	Bellevue School District
Layne Curtis	Vancouver School District
Lexie Domaradzki	OSPI
Linda Thornberry	Bellevue School District
Matt Manobianco	Lake Washington School District
Nicole Carnegie	Relevant Strategies
Porsche Everson	Relevant Strategies
Sheila Fox	S.B.E.
Terrie Geaudreau	ESD 105
Terry Rose	Everett School District
Tony Byrd	Edmonds School District

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Timothy Christensen	Agilent Technologies
Bob Dean	Evergreen 114 School District
Danaher Dempsey, Jr	Seattle School District
Tracy Ferguson	Tacoma School District
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Paulette Lopez	Yakima Valley Community College & Parent Advocate
Bob McIntosh	North Thurston School District
Linh-Co Nguyen	Seattle School District & Parent
Dr. Larry Nyland	Marysville School District
Amanda Shearer-Hannah	Bellingham School District
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Heather A. McMullen	Puyallup SD
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Rosalyn O'Donnell	Ellensburg SD
Kathy Ortolf	Yakima School District

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Malinda Shirley	Tahoma School District
Nancy Strom	Central Valley SD
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