High-Quality Instructional Materials

OFFICE OF STANDARDS and LEARNING

AGA

SAVVAS LEARNING COMPANY

OKLAHOMA Education


Teacher's Edition
enVision Algebra 1
enVision Algebra 2
Blitzer
thinking mathematically
Beginning ALGEBRA
8e
Elayn Martin-Gay
Beginning & Intermediate ALGEBRA
Elayn Martin-Gay

Oklahoma Mathematics Instructional Materials Evaluation Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is designed to offer an evaluation structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards (OAS) and other criteria for high-quality instructional materials. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (*) as they have been deemed most essential to a quality program. Each **Indicator** is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

All scores should be based on evidence observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to move forward with reviewing the next Gateway (→). If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the next Gateway (☒).

Gateway 1 Alignment with the Oklahoma Academic Standards and Coherence		**Gateway 2** Building Student Knowledge		**Gateway 3** Teacher and Student Supports and Usability
	Exemplifies Quality →		→	
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	

Titles of Material(s)	enVision Mathematics: Algebra 1, Geometry, Algebra 2	**Grade(s) Evaluated**	High School 9th, 10th, 11th, 12th
Publisher	Savvas Learning Company, LLC	**Reviewer**	AGA Math Content Review Team

Review Summary

Gateway		Criterion	Score	Rating
1	Alignment with the Oklahoma Academic Standards and Coherence	1.1 Alignment with the Oklahoma Academic Standards	14 / 14	Exemplifies Quality
		1.2 Learning Progressions and Coherence	10/ 10	Exemplifies Quality
		Gateway 1 Sub-Total	24/ 24	Exemplifies Quality
2	Building Student Knowledge	2.1 Student Opportunities to Engage in Mathematical Actions and Processes	14 / 14	Exemplifies Quality
		2.2 The Actions and Processes of the Oklahoma Academic Standards	12/ 12	Exemplifies Quality
		2.3 Assessment	14/ 14	Exemplifies Quality
		Gateway 2 Sub-Total	40/ 40	Exemplifies Quality
3	Teacher and Student Supports and Usability	3.1 Differentiation, Scaffolding, and Supports for All Learners	10/ 10	Exemplifies Quality
		3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards	10/ 10	Exemplifies Quality
		Gateway 3 Sub-Total	20/ 20	Exemplifies Quality

Overall Rating	Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality **Approaching Quality:** All Gateways are Approaching Quality or Better **Not Representing Quality:** Any Gateway is Not Representing Quality	84/84	Exemplifies Quality

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Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

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

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

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

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1a. The materials provide students with opportunities to develop a deep understanding of numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another, as represented in the Oklahoma Academic Standards for Mathematics Numbers & Operations strand. **In math courses that do not have an applicable Numbers & Operations strand to reference, instructional materials provide students with the opportunity to apply their deep understanding of numbers to the other strands represented in the Oklahoma Academic Standards for Mathematics.**	● Do the materials prompt students to relate and connect numbers? ● Do the materials allow students to interact with numbers in various representations?	0 1 2 2 out of 2	The texts offer various examples and practice problems, providing ample skill practice. They engage students with numeric and verbal representations in graphical illustrations, real-world problems, and a digital tool for family engagement. Standards align with sections/lessons, although the alignment isn't printed in the editions. The curriculum meets standards and extends student thinking, even including inserts for concepts not in the textbook.

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1b. The instructional materials provide students with opportunities to understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent, understand, and predict quantitative relationships; and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra & Algebraic Reasoning and/or Functions strands. **In math courses that do not have an applicable Algebra & Algebraic Reasoning or Functions strand to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.**	• Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematics in various contexts? • Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model mathematics in various contexts? • Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships?	0 1 2 2 out of 2	Each lesson in the texts begins with an essential question, reinforcing conceptual understanding with diagrams, graphs, or tables. "Study tips" are embedded to support student learning and habits. The curriculum provides online resources and covers transformations, translations, and tessellations, promoting pattern thinking. Essential questions, "Do You Understand," and "Do You Know How?" sections aid student comprehension and practice. Standards are aligned but not printed in the editions, and lessons encourage pattern-based thinking and multiple representations of functions and models. Topics in Algebra 1 use tables, graphs, and equations for conversions and predictions.

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1c. The instructional materials provide students with opportunities to develop arguments based on geometric relationships; describe spatial relationships using coordinate geometry and other representational systems; apply transformations and symmetry to analyze mathematical situations; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements, as represented in the Oklahoma Academic Standards for Mathematics Geometry and Measurement strand; the Reasoning & Logic, Two-Dimensional Shapes, Three-Dimensional Shapes, Circles, and Right Triangle Trigonometry strands within the Oklahoma Academic Standards for Geometry; or the Conic Sections and Trigonometry strands within the Oklahoma Academic Standards for Precalculus. **In math courses that do not have an applicable Geometry & Measurement strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.**	• Do the materials include tasks that prompt students to recall, generate, model, and justify geometric concepts? • Do the materials include tasks with a variety of two- and three-dimensional objects to promote visualization, spatial reasoning, and geometric modeling?	0 1 2 2 out of 2	The curriculum incorporates geometric relationships with visuals and emphasizes patterns, generalizations, and geometric concepts for problem-solving. It covers primary 2D and 3D shapes with real-world scenarios in lessons and practice problems. All Geometry strands are addressed in the textbook or additional lessons, although standards alignment is not printed in the editions. Lessons encourage students to interact and justify geometric concepts, and the curriculum includes "Mathematical Modeling in 3 Acts" tasks that present real-world situations and require modeling.

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data; to collect, organize, and display relevant data; to select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions based on data; and to understand and apply basic concepts of probability, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand or the Statistical Questions, Data Collection, Data Analysis, Interpretation of Results, and Probability strands in the Oklahoma Academic Standards for Statistics & Probability. **In math courses that do not have an applicable Data & Probability strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.**	● Do the materials include a variety of student interests and prompt student investigation to collect, organize, and display data? ● Do the materials model the use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics) of data and mathematical relationships?	0 1 2 2 out of 2	The curriculum encourages students to consider alternate methods for arriving at solutions, providing a "make sense and persevere" section in lessons. It offers various applications for gathering and visualizing data with STEM tasks in each section that allow students to use newly acquired concepts. Although the curriculum aligns with the OAS Data & Probability strand, the alignment is not explicitly printed in the editions. Lessons incorporate interactions with data and cover multiple scenarios with different data representations. Some standards are included as extras to meet Oklahoma requirements.
***1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.**	● Are all Oklahoma Academic Standards for the course supported by the content of the materials? ● Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards?	0 2 4 4 out of 4	The curriculum aligns with Oklahoma standards and provides clear "I Can" objectives at the beginning of each lesson. However, in the Algebra 1 text, units 8-10 cover Algebra 2 standards. Standards are explicitly listed in the Teacher's Edition Program Overview, including corresponding lessons. The curriculum effectively addresses standards and provides support for vertical alignment and content connections. Additional standards are included as extras to ensure coverage.

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant application in real-world experiences including but not limited to college majors, postsecondary programs, and careers.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2 2 out of 2	In the Geometry texts, each lesson is detailed with components like explore & reason, essential questions, proof, real-world applications, conceptual understanding, and practice. The curriculum includes STEM exercises that connect to various real-world occupations and scenarios. Each lesson in the AGA textbooks features examples and practice problems related to real-life situations, starting with a "Mathematical Modeling in 3 Acts" and a STEM project. The majority of lessons have relevant examples and practice problems that relate to real-world experiences, such as mathematical modeling in 3 acts.
Criterion 1.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	14 **/ 14**	Exemplifies Quality

Criterion 1.2 Learning Progressions and Coherence	The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1g. The amount of content designated for one grade level is viable for one school year and fosters coherence from one grade level to the next.	Do the instructional materials allow for reasonable completion in one academic year and connect content knowledge from one year to the next?	0 1 2 2 out of 2	The curriculum offers a helpful pacing guide that can be completed in one academic year. Pre-designed slide decks save time, and there's room for hands-on activities. Pacing for success is outlined in the Teacher's Edition Program Review. Each course has a maximum day count. Coherent sections ensure alignment between grade levels. Uniits 8-10 in Algebra I and Unit 12 in Geometry are outside the OAS.
1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics. ● **Materials relate grade-level concepts explicitly to prior knowledge from earlier grades.** ● **Materials develop according to the grade-by-grade progression in the Standards. If past or subsequent grades' content is included, it is clearly identified and related to grade-level work.**	● Are the materials consistent with the progression in the standards? ● Is grade-level content connected to specific standards from earlier grades?	0 1 2 2 out of 2	The curriculum effectively presents standards at the beginning of each lesson as "I can" statements and uses "recall" statements when revisiting past concepts. Although the materials seem to align with standards progression, the Teacher's Program Overview lacks explicit listings of connected standards, though it logically asserts the connection. The Teacher's Editions include a Math Background section that focuses on Focus, Coherence, and Rigor, explicitly linking prior and future knowledge within the course. Each chapter also features a table outlining alignment with the Oklahoma Academic Standards for prior, current, and future learning.
***1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.**	● Do materials concentrate on the mathematics of the grade/course as referenced in the Oklahoma Academic Standards? ● Do the materials support student engagement with appropriate grade-level activities?	0 2 4 4 out of 4	The curriculum incorporates "Mathematical Modeling" tasks to foster logical thinking and dialogue in each unit, along with "Family Engagement" tools for active learning at home. It also provides support for ELL students, differentiated instruction, and intervention resources. The OAS are listed in the Teacher's Edition Program Overview, and lessons are correlated with these standards. Although some lessons are not part of the OAS for that course, they are not included in the pacing count. The materials consistently engage students with grade-appropriate activities, including " Mathematical modeling in 3 ACTS" and STEM projects in each topic. The Teacher's Guide includes tasks for reasoning, problem-solving, group discussions, and suggestions for extending student thinking, ELL support, and assisting struggling students.
1j. The materials foster coherence across a single grade through connections among the Oklahoma Academic Standards for Mathematics.	Are there problems and activities that serve to connect two or more standards in a strand or two or more strands in a grade?	0 1 2 2 out of 2	The curriculum consistently meet and connect standards. There are intentional cross-standard connections when content aligns. The Teacher's Guide includes scaffolded questions and a chart in Algebra that links topics across texts.

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

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	**Exemplifies Quality: 20 - 24** **Approaching Quality: 13 - 19** **Not Representing Quality: 0 - 12**	24	Exemplifies Quality

Gateway 1 Comments

The curriculum offers various examples and practice problems with numeric and verbal representations. It aligns with standards, emphasizes essential questions, and provides online resources. Geometry covers 2D and 3D shapes with real-world scenarios. The curriculum encourages alternate solution methods and data visualization. Algebra 1 covers some Algebra 2 standards. It includes pacing guides, slide decks, and hands-on activities. The materials present standards as "I can" statements but lack explicit listings of connected standards. The curriculum fosters logical thinking, supports ELL students, and consistently engages students with grade-appropriate activities.

Gateway 2: Building Student Knowledge and Access

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

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

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

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

Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)	The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2a. Attention to Developing a Deep and Flexible Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific academic standards and objectives.	• Are tasks and lessons in a sequence connected by an overarching mathematical concept and/or common context that links the mathematics and tasks? • Do the materials regularly include opportunities for students to apply and use mathematics in non-routine problems in the learning sequence?	0 1 2 2 out of 2	The Teacher's Edition explains how to incorporate teaching strategies related to problem-solving, reasoning, communication, representation, connection, and pattern recognition. These strategies are integrated throughout the materials, promoting logical connections between concepts and offering real-world, non-routine problems for students to solve. The provided Correlations tab in the Oklahoma Instructional Materials Review notebook links MAPS to lessons and page numbers. The organization and sequencing of chapters and lessons focus on developing students' conceptual understanding, with each lesson featuring opportunities for application and non-routine problem-solving. The "3 Acts" method, such as in A1 Topic 1 Lesson 1-6 Page 37-42, is used to engage students in high-interest activities that aid in conceptual understanding.
2b. Attention to Developing Accurate and Appropriate Procedural Fluency: The materials provide intentional opportunities for students to develop procedural skills fluently, especially where called for in specific academic standards and objectives.	• Do the materials provide students with opportunities to apply math and problem solving procedures to a variety of problems and contexts accurately, efficiently, and flexibly? • Do the materials consistently provide students with opportunities to justify their choices of procedures when solving problems and to strengthen their understanding and skill through practice?	0 1 2 2 out of 2	Assignments are structured with "Do you Understand" and "Do You Know How" sections, allowing differentiation based on students' understanding levels. The material includes exercises that require the correct application of mathematical concepts and justification of answers. The provided Correlations tab in the Oklahoma Instructional Materials Review notebook links MAPS to lessons and page numbers, and each lesson incorporates opportunities for students to justify their thinking. "3 Acts" activities, such as in Geo Topic 3 Lesson 3-2 page 115-122, engage students in high-interest, conceptual understanding-building tasks.

Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)	The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2c. Attention to Developing Mathematical Reasoning: Materials prompt students to explore and communicate a variety of reasoning strategies to think through problems and include opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.	• Do students have opportunities to construct viable arguments and analyze the arguments of others (e.g. analyzing student work, conversation stems)? • Are students presented with tasks that enable them to reason with mathematics, discuss, and debate appropriate processes and solutions (e.g. collaborative activities, math talks)?	0 1 2 2 out of 2	Each lesson features "Mathematical Modeling in 3 Acts", encouraging students to think critically, apply concepts, generalize, and make conjectures. The material includes STEM projects at the beginning of each chapter that require the application of learned concepts. The provided Correlations tab in the Oklahoma Instructional Materials Review notebook links MAPS to lessons and page numbers, with each lesson offering opportunities for exploration, reasoning, communication, and specific problem types like "Construct Arguments" and "Error Analysis." "3 Acts" activities, such as in A2 Topic 5 Lesson 5-1 page 227-234, engage students in high-interest, conceptually rich activities.
2d. Attention to Developing the Ability to Communicate Mathematically: Materials explicitly attend to students discussing, writing, reading, interpreting, and translating ideas and concepts mathematically, increasing their use of mathematical language and terms and analysis of mathematical definitions as they progress through each grade level or course.	• Do materials attend to the specialized language of mathematics? • Do the materials provide opportunities for students to communicate mathematically using multiple methods (e.g., presentation, model)?	0 1 2 2 out of 2	Essential Questions at the beginning of each unit foster mathematical discussion. Lessons include relevant vocabulary and definitions, and chapter projects encourage multi-modal communication of solutions. The provided Correlations tab in the Oklahoma Instructional Materials Review notebook links MAPS to lessons and page numbers, with each lesson offering opportunities for discussion, writing, reading, interpreting, and translating ideas. Some lessons include problems focused on " Mathematical Connections" and "Model with Mathematics." The "Think about a Plan" element helps students develop problem-solving skills, mathematical language, and terms, which is part of Habits of Mind Practices, as seen in A1 Lesson 2-3 page 69-74.
2e. Attention to Developing Strategies for Problem Solving: Materials include multiple entry points and strategies for students to select from to pursue solutions to various mathematical tasks.	• Do the materials include strategies for students to discuss and reflect on their own problem-solving strategies for mathematics? • Do the materials provide strategies for students to compare a problem solving strategy to alternative problem-solving strategies?	0 1 2 2 out of 2	STEM projects offer a unique way to enrich each unit. Collaborative chapter projects encourage students to discuss various problem-solving strategies and learn from their peers. Each lesson includes components like "Explore & Reason," "Model & Discuss," or "Critique and Explain," fostering opportunities for students to discuss and reflect on their problem-solving strategies. The Teacher's Edition provides prompts for supporting struggling students, those working at different paces, EL, and SpEd students. Practice problems, including performance tasks, also allow students to discuss and reflect on their problem-solving strategies, aligning with Mathematical Practices, as seen in Geo Topic 4 Lesson 4-4 page 176-183.

Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)	The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2f. Attention to Developing a Productive Mathematical Disposition: Materials include opportunities for students to make use of patterns and mathematical structures and develop the ability to persevere and become resilient, effective problem solvers.	• Do the materials provide opportunities for students to collaborate with one another, reflect, and ask clarifying questions to develop a value for alternative ways of knowing? • Do the materials encourage a student mindset that problem solving extends beyond procedural or algorithmic activities with a goal that is limited to the identification of a correct answer?	0 1 2 2 out of 2	"Mathematical Modeling in 3 Acts" fosters effective and resilient problem solvers. Collaborative chapter projects encourage discussions of various solution strategies and learning from peers. Each lesson, including components like "Explore & Reason," "Model & Discuss," or "Critique and Explain," allows students to make use of patterns and mathematical structures. "Conceptual understanding" examples and practice problems with titles like "Use Structure," "Make Sense and Persevere," and "Higher Order Thinking" support this indicator. The Mathemati Modeling in 3 Acts" and STEM projects also promote perseverance and resilience in problem-solving, aligning with Habits of Mind Questions and Mathematical Practices, as seen in A2 Topic 6 Lesson 6-3 page 302-308.
2g. Attention to Developing the Ability to Make Conjectures, Model, and Generalize: Materials include opportunities to make predictions, draw conclusions, and make sense of problems through the use of modeling and other problem-solving strategies.	• Do the materials prompt students to make a prediction about possible outcomes to a question and explain with reasoning? • Do the materials allow students to make connections between ideas, refine processes, and extend their known strategies to apply to larger numbers and problems?	0 1 2 2 out of 2	"Explore and Reason" in each unit promotes reasoning, problem-solving, productive struggle, and meaningful mathematical discourse, enabling students to make predictions, find patterns, and draw conclusions. The material includes problems where students predict, solve, compare, and justify their answers. Each lesson, with components like "Explore & Reason," "Model & Discuss," or "Critique and Explain," allows students to make conjectures, model, and generalize. Some lessons feature problems specifically labeled as "Higher Order Thinking" and "Model with Mathematics." The Mathematical Modeling in 3 Acts" and STEM projects also support this indicator, aligning with Mathematical Modeling in 3 Acts, as seen in A1 Topic 11.1 page 467-473.
Criterion 2.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	14 / 14	Exemplifies Quality

Criterion 2.2 **The Actions and Processes of the Oklahoma Academic Standards for Mathematics**	The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
***2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.**	Do the materials provide learning goals with opportunities for the teacher and students to identify what they are learning and how their daily learning connects to a longer learning progression?	0 2 4 4 out of 4	The curriculum emphasizes clarity with the inclusion of focus, coherence, and rigor in lesson introductions. This allows teachers and students to assess understanding during learning, featuring learning objectives at chapter beginnings, detailing coherence within each topic, and providing support for teachers to assist struggling students; however, it lacks materials for students to visualize learning progression and curriculum-wide connections.
2i. Materials regularly embed activities that engage students in solving and discussing tasks that promote mathematical reasoning and problem-solving which allow multiple entry points and varied solution strategies.	Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?	0 1 2 2 out of 2	The curriculum incorporates activities in both text and online formats to encourage student-teacher discussions, productive struggles, and a deeper comprehension of math concepts. There are STEM projects aligned with unit learning objectives, and providing various teaching approaches in the Teacher's Edition, including tasks to foster reasoning and problem-solving, along with diverse instructional methods such as algebra tiles, visual steps, and online tools in the examples.
2j. Materials frequently engage students in making connections among math representations to use as tools for problem-solving and to deepen their understanding of math concepts and procedures.	Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?	0 1 2 2 out of 2	The curriculum employs a "Model & Discuss" approach to guide instruction throughout lessons. This encouraging whole-class or small-group discussions to enhance math comprehension, offers numerous opportunities within the Teacher's Edition to prompt follow-up questions for skill understanding, includes "practice and problem-solving" sections showcasing different problem-solving approaches in each section, consistently incorporates "Mathematical Modeling in 3 Acts" to deepen student understanding and highlight connections, and utilizes a range of mathematical representations when relevant. Additional problem-solving representations are available online as noted in the textbook margins.

Criterion 2.2 The Actions and Processes of the Oklahoma Academic Standards for Mathematics	The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2k. Materials include support for teachers to facilitate discourse among students which builds a shared understanding of mathematical ideas through students' analysis and comparison of approaches and arguments.	• Do the materials include scaffolds for the teacher to model effective mathematical dialogue? • Do the materials include resources or strategies to build students' mathematical vocabulary (e.g., stories, pictures, classroom charts). • Do the materials include rich mathematical tasks that allow students to construct viable arguments and critique the reasoning of others?	0 1 2 2 out of 2	The curriculum incorporates essential questions to encourage student discussion and knowledge application, promotes creative problem-solving through the "Make sense and persevere" approach, offers predefined slide decks with mathematical dialogue, group projects facilitating student interaction as presenters and critics, provides teacher support with questions for understanding and scaffolding throughout the teacher edition, emphasizes vocabulary development with "Vocabulary Activities," and offers opportunities for meaningful mathematical discourse through features like "Explore and Reason," "Critique and Explain," and "Purposeful Questions."
2l. The materials use student-relevant questions to assess and advance reasoning and sense-making about important math ideas and relationships.	Do the materials use questions that refer to a variety of student interests and connect mathematical concepts to real-world issues, problems, and contexts?	0 1 2 2 out of 2	The curriculum actively promotes math discussions across all its texts. This helps students connect mathematical concepts to real-world situations, offering exercises related to various career fields presented in authentic contexts, and consistently using the "Model and Discuss" approach in every lesson. This supports a range of student interests and integrating mathematical concepts into real-world problems, including examples like drumline, baseball, and football.
Criterion 2.2 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 10 - 12 **Approaching Quality: 7 - 9** **Not Representing Quality: 0 - 6**	12 **/ 12**	Exemplifies Quality

Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2m. The materials provide strategies for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.	Do the materials include strategies, prompts, formative assessment probes, or other guidance that support teachers in gathering information on students' prior knowledge, both within and across grade levels, in order to guide grade-level instruction and differentiation?	0 1 2 2 out of 2	Each unit includes a math background coherence section to assess and connect students' prior knowledge with future math concepts. Guided questions are provided to enhance student proficiency and comprehension. Online platform offers OK Course Readiness Assessments, individual lesson checks, Topic Readiness Assessments, and Diagnostic Assessments to support teaching and assess students' knowledge.
2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.	• Do the materials include tasks that ask students to produce models, practice fluency, create arguments, justify their answers, attend to mathematical practices, and make relevant connections? • Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or a teacher on the task?	0 1 2 2 out of 2	Math practices are integrated into lessons with tasks like modeling, making connections, and using tables. Lessons include practice problems and chapter reviews, though ongoing review opportunities were inconsistent. Students engage in critiquing examples of mathematical reasoning, constructing arguments, and modeling activities to develop mathematical skills.

Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
***2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.**	• Do the materials provide a variety of assessments including ongoing, formative, interim/benchmark, and summative? • Do materials denote what standard is being assessed by each item? • Are students able to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)?	0 2 4 4 out of 4	Savvas offers a comprehensive range of assessments, including diagnostic, formative, and summative, all in one place. These assessments cover course readiness, topic readiness, lesson quizzes, topic assessments, performance assessments, benchmark assessments, progress monitoring, and end-of-course assessments. Unit assessments include multiple choice or short answer options. The materials provide various assessment options, both in physical and digital formats, such as performance assessments, quizzes, benchmark assessments, and more. Formative assessments are available after each lesson, helping prepare for standardized assessments like SAT/ACT. Formal assessments include "Try it," " Do You Understand?" and end-of-section quizzes, while summative assessments consist of topic assessments and performance tasks.
2p. The materials encourage students to monitor their own progress and set academic goals.	• Do materials provide opportunities for students to monitor their own progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form)? • Do the materials include scaffolds (e.g., guiding questions, graphic organizers) for students to set math learning goal(s) for themselves?	0 1 2 2 out of 2	The student edition includes side notes in the margins with study tips, explanations for common errors, and reminders to develop a growth mindset. In the chapter review, there's a note for teachers to have students monitor their progress in the Essential Questions. Online practice allows students to personalize their learning, and exit tickets prompt reflection on lesson understanding and goals.

Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	• Do materials support the usage of a variety of accommodations that allow the student to demonstrate their knowledge, skills, and abilities? • Do materials support the usage of a variety of accommodations that alter the experience including alterations of timing, setting, presentation, and response? • Are students presented with assessment tasks that have more than one method or approach for solving?	0 1 2 2 out of 2	Assignment guides enable student choice in selecting practice problems to enhance skills. "Reteach to build understanding," "Additional practice," and "enrichment" sections can be automatically assigned after lesson quizzes. Although accommodations for various learners in assessments were not found, the materials offer teacher guidance in the Teacher's Edition margins for struggling students, EL students, and extension opportunities. Different example types address rigor in conceptual, application, skill, and proofs aspects.
2r. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress toward math understanding and to adjust instruction continually in ways that support and extend learning.	• Do materials include scoring guidance (e.g., rubrics, anchors)? • Does the guidance include support for teachers to interpret student performance and suggestions for follow-up?	0 1 2 2 out of 2	The materials offer item analysis, rubrics, and scoring guidance for all assessments, including sample answers for teacher interpretation. The Teacher's edition includes a topic planner with essential understandings, content objectives, and new vocabulary for each lesson. Rubrics are provided for all assessments, and a DOK and differentiation guide accompanies practice problems in each lesson. The teacher's edition is rich in teacher guidance in the margins. In the Topic Readiness Assessment, item analysis includes diagnostic and intervention exercises. Practice tests also include item analysis. Savvy Adaptive Practice personalizes practice, explains the selection of practice items, and can revisit prerequisite concepts.
Criterion 2.3 Summary	**Rating Levels** **Exemplifies Quality: 12 - 14** **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	**Sub-Total** 14 **/ 14**	**Rating** Exemplifies Quality

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

Gateway 2 Comments

The curriculum emphasizes clarity, rigor, and coherence with various teaching strategies. It promotes discussions and offers real-world problem-solving opportunities. "Model & Discuss" and "Mathematical Modeling in 3 Acts" aid comprehension. Essential questions and "Make sense and persevere" foster math discourse. Math practices are integrated into lessons, but ongoing review varies. Savvas provides comprehensive assessments. The student edition includes margin notes and assignment guides, offering support for various learners. Materials include item analysis, rubrics, and scoring guidance. A topic planner aids lesson organization. The teacher's edition offers rich guidance. Savvy Adaptive Practice personalizes learning.

Gateway 3: Teacher and Student Supports and Usability

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

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

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

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

Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3a. The materials sequence math tasks in a way that is intentional and supports student learning.	• Are the sequencing of assignments intentional in development (e.g., concrete before abstract, logical flow of material)? • Do the materials provide problems and exercises that intentionally build student background knowledge and enable students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts?	0 1 2 2 out of 2	The curriculum intentionally sequences assignments to transition from skill practice to higher-level thinking problems, but there are some units, like exponents in Algebra 1, lacking adequate practice. The overall sequence is logical and supports student learning, with readiness assessments, various activity types, and logical progression in examples and lessons. Assignments aim to practice skills and apply them to real-world problems, and the "Modeling in 3 Acts" approach reinforces previously covered skills.
3b. Manipulatives or models both virtual and physical, are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.	• Are the manipulatives or models consistent representations of the mathematical objects? • Are the manipulatives or models connected to a variety of math tasks found in the materials?	0 1 2 2 out of 2	The curriculum maintains consistent representations across courses, with both virtual and physical materials enhancing learning. The supplemental materials align with accepted mathematical objects and connect with lessons. The models used are appropriate and engage students effectively in 3-Act modeling scenarios. Digital examples are interactive, incorporating elements like critique and explain, explore and reason, and model and discuss.
3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.	• Do the materials maintain a consistent layout for each lesson? • Are the representations and models supportive of student learning and engagement without being visually distracting?	Narrative Evidence Only	The curriculum maintains a consistent layout, making it easy for students to navigate. The student textbook is user-friendly, while the instructor's editions may feel a bit busy and have small print. The layout is consistent in both editions, with some visual distractions in the student textbook, like side notes and margins. Real-world pictures are included to engage students.

Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3d. The materials incorporate a glossary, footnotes, recordings, graphics, and/or other features that aid students in using the materials to progress understanding of mathematical concepts.	Do the materials include features (e.g., glossaries, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?	0 1 2 2 out of 2	The curriculum benefits from footnotes, sidenotes, and glossaries, which include study tips, common errors, and a Spanish, English, and visual version of the glossary. These materials assist both students and instructors and are effectively organized. There are QR codes for online tutorials, margin notes with key definitions and questions, and visually appealing graphics without overstimulation.
3e. The materials include opportunities for teachers to personalize learning for all students.	• Do the materials integrate tangible and/or digital interactive tools, manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematical actions and processes and support differentiation? • Do the materials provide supporting resources for teachers to adapt lessons or activities based on student need and experiences?	0 1 2 2 out of 2	The curriculum allows students to choose their own practice problems for skill reinforcement and offers auto-assignment options for "Reteach to Build Understanding, Additional Practice, and Enrichment" sections after lesson quizzes. Digital supplemental materials are engaging and relevant, with resources for teachers. The Teacher's Edition includes practice problem analysis and assignment guides, while the digital platform offers adaptive practice based on student needs. Materials for reteaching and additional practice are automatically assigned in the online platform, which also supports premade lessons or adaptive practice assignments.
3f. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome). In addition, materials are "platform neutral" (i.e., are compatible with multiple operating systems and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	• Are digital materials (either included as part of the comprehensive materials or as a part of a digital curriculum) web-based and compatible with multiple internet browsers? • Are materials "platform neutral"?	Narrative Evidence	The materials are platform-neutral, as they are web-based and compatible with various devices, including Chromebooks and tablets.

Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3g. Materials provide teachers with strategies for meeting the needs of a range of learners.	• Do the materials provide appropriate supports, scaffolds, and/or accommodations for all students, including exceptional populations and diverse learners (e.g., learners with IEPS, heritage language learners, multilingual learners, and gifted learners) that will support their regular and active participation in learning mathematics? • Do the materials provide opportunities for teachers to use a variety of grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? If the materials include technology, it provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars)?	0 1 2 2 out of 2	The Teacher's Edition provides differentiated resources in each lesson, including Intervention, on-level extra practice, and enrichment practice problems for different levels, with both online and text versions. Spanish versions are available and the material can be adjusted for different paces and includes group work opportunities. The Teacher's Edition also offers support for scaffolding and accommodating diverse learners, with additional resources like "Reteach Build Understanding," "Additional Practice," "Enrichment," and "Mathematical Literacy and Vocabulary." The materials also include remediation and enrichment activities, support for ELL and struggling readers, Virtual Nerd tutorials, audio support, and digital math tools available online.
Criterion 3.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	10 **/ 10**	Exemplifies Quality

Criterion 3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards	The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3h. The materials support teachers in planning and delivering effective instruction by providing: ● **Techniques to guide students' mathematical development (e.g., question stems, facilitation guides, suggestions for differentiation).** ● **Common student errors and misconceptions with ways to identify and address these errors and misconceptions.**	Are there embedded resources that explain common misconceptions and how the teacher can navigate through, or leverage, the misconception to progress learner understanding?	0 1 2 2 out of 2	The Teacher's Edition is comprehensive and supports educators in planning and teaching, offering guidance for addressing struggling learners, identifying common student errors, and providing strategies to combat these errors. It also includes prepackaged lesson plans with valuable information. The Teacher's Edition contains resources such as "Reteach and Build Understanding," Mathematical practices questions, connections to previous and future content, and practical guidance for addressing common errors. Additionally, the Teacher's Edition features helpful margin questions to assist teachers in guiding their classes.
***3i. The materials include a teacher's edition that contains:** ● **Full, adult-level explanations and examples of mathematics concepts in each lesson.** ● **Ample and useful annotations.** ● **Suggestions for how to present the content in the student edition and in any supplemental materials.** ● **Guidance for the use of embedded technology to support and enhance student learning (when applicable).**	● Are there overview sections and/or annotations that contain narrative information about the math content and/or ancillary documents that will assist the teacher in presenting the student material, understanding the standards, and allowing for seamless transitions of that knowledge of student learning? ● If technology support is embedded, are there links that will enhance the learning for all students?	0 2 4 4 out of 4	The Teacher's Edition offers adult-level explanations, making it valuable for new teachers. It provides scripted questions to facilitate meaningful classroom discussions. The online platform complements the Teacher's Edition with more examples and learning videos. It includes instructions for online resources and comprehensive concept explanations, along with guidance on using available materials and digital options. It's a valuable resource for guiding classroom instruction and includes tools for students, suitable for both blended and technology-independent classrooms. QR codes and URLs are provided for accessing online resources.

Criterion 3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards	The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3j. The materials include an outline and justification of its contents, including: ● **An explanation of the role of specific grade-level mathematics in the context of the overall mathematics curriculum for pre-kindergarten through high school.** ● **A list of lessons cross-referencing the academic standards addressed and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide).** ● **Explanations of the instructional approaches of the program and identification of research-based strategies used in the materials.**	● Are there chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses? ● Is there clear documentation that aligns standards to lessons, chapters, units, and/or topics? ● Is there clear documentation that provides estimated instructional time for lessons, chapters, units, and/or topics? ● Do the materials contain an explanation of the instructional approaches to the program? ● Do the materials contain research-based strategies? Are these strategies identified?	0 1 2 2 out of 2	Each unit in the program includes a topic planner with essential understandings, content objectives, vocabulary, and a pacing guide for efficient teaching. Math background information is provided before each unit, promoting both conceptual understanding and procedural skills. The Teacher's Guide offers guidance on chapter duration, content connections, and standards. The introduction enhances coherence with references to previously learned content, highlighting Mathematical Practices and Processes. In the Program Overview, you'll find a pacing guide and listed resources used for research in text development. The teacher's edition also offers suggested pacing guides and maintains coherence across grades and subjects.
3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.	● Do the materials include strategies to inform families about the mathematical program and how they can support student progress? ● Do the materials contain suggestions for how parents or caregivers can support student progress and achievement?	0 1 2 2 out of 2	The program provides video tutorials for every lesson, and it includes "Family engagement" resources to support students outside of school. These resources cover topics, lessons, and key vocabulary review, and they are clearly marked in the program materials. The Teacher's Edition Program Overview explains these family engagement resources. Online supplemental materials also cover these resources.

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

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

Gateway 3 Comments

The curriculum thoughtfully sequences assignments, with a logical progression from skill practice to higher-level problems. Clear layouts, footnotes, and engaging materials are included. Teachers can choose practice problems, and there are auto-assignment options. The Teacher Edition provides valuable resources, and the online platform complements it. A topic planner with objectives and pacing guides is available in each unit. The program offers video tutorials and "Family engagement" resources.