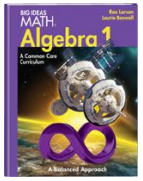

Program: Big Ideas Math Algebra 1
Publisher: Big Ideas Learning, LLC
Grade Level(s): 8

Category 1: Mathematics content/Alignment with the Standards
Mathematics materials should support teaching to the Common Core State Standards for Mathematics. Instructional materials suitable for adoption must satisfy the following criteria:

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.	Pupil Edition (PE) 48, PE 57, PE 60, PE 80	PE 107, PE 154, PE 330	Y		
2. The materials in basic instructional programs support comprehensive teaching of the Common Core State Standards for Mathematics and include the standards for mathematical practice at each grade level or course.	PE 78 Common Core, PE 79 Math Practice, PE 176 Common Core, PE 177 Math Practice	PE 284 Common Core, PE 285 Math Practice, PE 403 Math Practice	Y		
3. In any single grade in the kindergarten through grade eight sequence, students and teachers using the materials as designed spend the large majority of their time on the major work of each grade.	Teaching Edition (TE) xxii-xxxiii	TE xl-xli	Y		
4. Focus: In aligned materials there are no chapter tests, unit tests, or other assessment components that make students or teachers	PE 148, PE 322, PE 448,	PE 125, PE 223, PE 423	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
responsible for any topics before the grade in which they are introduced in the Standards. (One way to meet this criterion is for materials to omit these topics entirely prior to the indicated grades.) If the materials address topics outside of the Common Core State Standards for Mathematics, the publisher will provide a mathematical and pedagogical justification.	Teacher page (T) 148, T 322, T 448				
5. Focus and Coherence through Supporting Work: Supporting clusters do not detract from focus, but rather enhance focus and coherence simultaneously by engaging students in the major clusters of the grade.	PE 2-3, PE 73, PE 179, PE 467 #32-33	PE 115 #25	Y		
6. Rigor and Balance: Materials and tools reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by all of the following:					
a. Developing students' conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings, including connecting conceptual understanding to procedural skills.	PE 72-75, PE 116-120, PE 334-337	PE 402-406, PE 520-523	Y		
b. Giving attention throughout the year to individual standards that set an expectation of fluency.	PE 334-339, PE 340-347	PE 421 #37, PE 467 #40	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
c. Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.	T 102 Pacing Guide, PE 105, PE 542	PE 606, PE 618	Y		
7. Consistent Progressions: Materials are consistent with the progressions in the Standards, by (all of the following):					
a. Basing content progressions on the grade-by-grade progressions in the Standards.	T 152, T 258, T 326	T 400, T 452	Y		
b. Giving all students extensive work with grade-level problems.	T 130-131, T 229-231, T 459-461	T 53-55, T 578-579	Y		
c. Relating grade-level concepts explicitly to prior knowledge from earlier grades.	T 44 Ex. 1, T 112 Key Ideas	T 203 Activity 2, T 334 Ex. 1	Y		
8. Coherent Connections: Materials foster coherence through connections at a single grade, where appropriate and where required by the Standards, by (all of the following):					
a. Including learning objectives that are visibly shaped by CCSSM cluster headings, with meaningful consequences for the associated problems and activities.	Common Core "In this lesson…" PE 126, PE 202	PE 268 Common Core "In this lesson..," TE 364 Goal	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
b. Including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.	Common Core "In this lesson…" PE 42, PE 210	Common Core "In this lesson…" PE 10, PE 376	Y		
9. Practice-to-Content Connections: Materials meaningfully connect content standards and practice standards.	PE 48-49, PE 260-261, PE 294-295	T 294 Laurie's Notes, T 376 Laurie's Notes	Y		
10. Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.	T 42 Laurie's Notes, Activity 1, PE 105 Activity 3, T 105 Activity 3	PE 277 Activity 2, T 277 Activity 2	Y		
11. Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.	TE xlii, T 2 Standards for Mathematical Practice (SMP), T 4 Discuss, PE 59 Math Practice	PE 243 Math Practice	Y		
12. Emphasis on Mathematical Reasoning: Materials support the Standards' emphasis on mathematical reasoning, by all of the following:					
a. Prompting students to construct viable	PE 105	PE 551 Math	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).	Math Practice, T 261 Activity 2, T 277 Activity 2, T 300 SMP	Practice, T 105 Activity 3, T 294 SMP, T 627 Activity 2			
b. Engaging students in problem solving as a form of argument.	T 127 Activity 2, T 284 SMP	T 621 On Your Own	Y		
c. Explicitly attending to the specialized language of mathematics.	PE 24, PE 30 Vocabulary and Concept Check, PE 286	PE 42 The Meaning of the Word, T 48 Discuss	Y		
d. Materials help English learners access challenging mathematics, learn content, and develop grade-level language.	T 287 English Language Learners (ELL), T 51 ELL	PE 106 Key Vocabulary (audio), PE 533 Check It Out	Y		

Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards. Teacher and student materials include such features as lists of the standards, chapter overviews, and glossaries. Instructional materials must have strengths in these areas to be considered suitable for adoption.

Program Organization	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. A list of Common Core State Standards for Mathematics is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards and standards for mathematical practice. All standards must be listed in their entirety with their cluster heading included.	TE xxii-xxxi		Y		
2. Materials drawn from other subject-matter areas are consistent with the currently adopted Common Core State Standards at the appropriate grade level.	PE 351 #3, PE 161 #3, PE 205 #3	PE 205 #4, PE 243 #2	Y		
3. Intervention components, if included, are designed to support students' progress in mathematics and develop fluency. Intervention materials should provide targeted instruction on standards from previous grade levels and develop student learning of the standards for mathematical practice.	Skills Review Handbook, T 109 Reteaching and Enrichment Strategies, T 327 Reteaching and Enrichment Strategies	T 3 Differentiated Instruction, T 155 ELL, T 581 Differentiated Instruction	Y		
4. Middle school acceleration components, if included, are designed to support students' progress beyond grade-level standards in mathematics. Acceleration materials should	Resources By Chapter (RBC) 97, RBC 109		Y		

Program Organization	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
provide instruction targeted toward readiness for higher mathematics at the middle school level.					
5. Teacher and student materials contain an overview of the chapters, clearly identify the mathematical concepts, and include tables of contents, indexes, and glossaries that contain important mathematical terms.	PE viii-xix, PE A66-A81	Record and Practice Journal (RPJ) iii-x, RPJ 349	Y		
6. Support materials are an integral part of the instructional program and are clearly aligned with the Common Core State Standards for Mathematics.	RBC iii, RPJ iii-x, Assessment Book iii	Skills Review/ Basic Skills Handbook	Y		
7. The grade-level content standards and the standards for mathematical practice demonstrating alignment to student lessons shall be explicitly stated in the student editions.	Common Core "In this lesson…": PE 154, PE 202, PE356	Math Practice: PE 155, PE 335, PE 477	Y		

Category 3: Assessment

Instructional materials should contain strategies and tools for continually measuring student achievement. Formative assessment is a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way. Formative assessments can take multiple forms and occur over varied durations of time. They are to be used to gather information about student learning and to address student misunderstandings. Formative assessments are to provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Not every form of assessment is appropriate for every student or every topic area, so a variety of assessment types need to be provided for formative assessment. Some of these could include (but is not limited to) graphic organizers, student observation, student interviews, journals and learning logs, exit ticket activities, mathematics portfolios, self- and peer-evaluations, short tests and quizzes, and performance tasks.	T 223 Partner Quiz, T 423 Notebook Quiz, T 165 Mini Assessment	T 79 Neighbor Check, T 118 Think-Pair-Share, T 135 Closure	Y		
2. Summative assessment is the assessment of learning at a particular time point and is meant to summarize a learner's skills and knowledge at a given point of time. Summative assessments frequently come in the form of chapter or unit tests, weekly quizzes, end-of-term tests, or diagnostic tests.	PE 125, PE 148, Assessment Book: 65-66, 79-80, 83-84, 149-156	Assessment Book: 67-68, 71-72, 77-78 Dynamic Assessment and Progress Monitoring Tool	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
3. All assessments should have content validity and measure individual student progress both at regular intervals and at strategic points of instruction. The assessments should be designed to: • Monitor student progress toward meeting the content and mathematical practice standards. • Assess all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. • Provide summative evaluations of individual student achievement. • Provide multiple methods of assessing what students know and are able to do, such as selected response, constructed response, real-world problems, performance tasks, and open-ended questions. • Assist the teacher in keeping parents and students informed about student progress.	PE 323, PE 423, PE 536	Big Ideas Math Dynamic Assessment DVD; ExamView® Test Generator; Assessment Book; Dynamic Assessment and Progress Monitoring Tool	Y		
4. Intervention aspects of mathematics programs should include initial assessments to identify areas of strengths and weaknesses, formative assessments to	Assessment Book: 1-3, 11-14;	Big Ideas Math Dynamic Assessment	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
demonstrate student progress toward meeting grade-level standards, and a summative assessment to determine student preparedness for grade-level work.	PE 1	Resources DVD; Dynamic Assessment and Progress Monitoring Tool			
5. Suggestions on how to use assessment data to guide decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards should be included.	PE 255-257, T 197-199	Big Ideas Math Dynamic Assessment Resources DVD; Dynamic Assessment and Progress Monitoring Tool	Y		
6. Assessments that ask for variety in what students produce, answers and solutions, arguments and explanations, diagrams, mathematical models.	PE 192, PE 196, PE 197-199	Big Ideas Math Dynamic Assessment Resources DVD; Dynamic Assessment and Progress Monitoring Tool	Y		
7. Assessment tools for grades six through eight help to determine student readiness for Common Core Algebra I and Common Core	Assessment Book: 149-156	Big Ideas Math Dynamic Assessment	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
Mathematics I.		Resources DVD; Dynamic Assessment and Progress Monitoring Tool			
8. Middle school acceleration aspects of mathematics programs include an initial assessment to identify areas of strengths and weaknesses, formative assessments to demonstrate student progress toward exceeding grade-level standards, and a summative assessment to determine student preparedness for above grade-level work.	Assessment Book: 1-3, 53-54, 132, 149-152, 153-156	Big Ideas Math Dynamic Assessment Resources DVD; Dynamic Assessment and Progress Monitoring Tool	Y		

Category 4: Universal Access

Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Comprehensive guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include: • Working with students' misconceptions to strengthen their conceptual understanding. • Intervention strategies that describe specific ways to address the learning needs of students using rich problems that engage them in the mathematics reviewed and stress conceptual development of topics rather than focusing only on procedural skills. • Suggestions for reinforcing or expanding the curriculum. • Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with special needs. • Help for students who are below grade	T 46 Common Error, T 106 Common Error, T 110 Common Error, T 316 Reteaching and Enrichment; Differentiated Instruction at bigideasmath.com under the Teachers Tab; Student Tutorials with closed captioning; student text with audio in English and Spanish at bigideasmath.com under Student Tab	T 119 Common Error, T 133 Common Error, T 171 Common Error	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
level, including more explicit explanations with ample and different opportunities for review and practice of both content and mathematical practices standards, or other assistance that will help to accelerate student performance to grade level. • Technology may be a used to aid in the implementation of these strategies.					
2. Strategies for English learners that are consistent with the English Language Development Standards adopted under Education Code Section 60811. Materials incorporate strategies for English learners in both lessons and teacher's editions, as appropriate, at every grade level and course level.	PE 57 Ex. 2, PE 138 Key Vocabulary (also available in audio online), T 5 ELL, T 8 ELL, T 129 ELL	PE 273 Different Words, Same Question, PE 334	Y		
3. Materials incorporate instructional strategies to address the needs of students with disabilities in both lessons and teacher's editions, as appropriate, at every grade level and course level, pursuant to Education Code section 60204(b)(2).	T 43 Differentiated Instruction, T 107 Differentiated Instruction, PE 113 Ex. 3 (color coded), PE 113 Reading, PE 118 Remember	PE 297 Study Tip, PE 391 Check It Out Vocabulary Help	Y		
4. Teacher and student editions include thoughtful and well-conceived alternatives for	T 9 Reteaching and Enrichment	PE 131 #24-28,	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
advanced students and that allow students to accelerate beyond their grade-level content (acceleration) or to study the content in the Common Core State Standards for Mathematics in greater depth or complexity (enrichment).	Strategies, T 135 Extra Examples, PE A1 My Big Ideas Projects	T 196 Reteaching and Enrichment Strategies			
5. Materials should help students understand and use appropriate academic language and participate in discussions about mathematical concepts and reasoning. Materials should include content that is relevant to English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	PE 59 In Your Own Words, PE 86-87 Writing a Story, T 140 Closure, PE 168 # 2, T 129 ELL	PE 90 Vocabulary and Concept Check, T 111 ELL, T 92 Alternative Assessment Options Math Chat	Y		
6. Materials help English learners access challenging mathematics, learn content, and develop grade-level language. For example, materials might include annotations to help with comprehension of words, sentences and paragraphs, and give examples of the use of words in other situations. Modifications to language do not sacrifice the mathematics, nor do they put off necessary language development.	PE 106 Reading, PE 166, PE 186 Key Vocabulary, PE 270 # 1	PE 4 Remember, PE 50 Study Help, PE 138 Reading	Y		
7. Materials are consistent with the strategies found in Response to Intervention and Instruction.	T 47 Reteaching and Enrichment Strategies,	PE 71 Check It Out; Progress	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	PE 55 #40 Skills Review Handbook, T 66 Technology for the Teacher; Lesson Tutorials	Check, PE 153 What You Learned Before			
8. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.	PE 210-211, PE 236-237, PE 326-327	PE 355, PE 391-393	Y		

Category 5: Instructional Planning
Instructional materials must contain a clear road map for teachers to follow when planning instruction. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. A teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials, including modifications for English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	T 42 Laurie's Notes, T 83 Reteaching and Enrichment Strategies, T 403 Differentiated Instruction	T 11 Laurie's Notes, T 261 ELL	Y		
2. A list of program lessons in the teacher's edition, cross-referencing the standards covered and providing an estimated instructional time for each lesson, chapter, and unit.	TE xxii-xxxi, TE xl-xli	T 102	Y		
3. Unit and lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing lessons.	Online Lesson Plans	TE xl-xli, T 102	Y		
4. A curriculum guide for the academic instructional year.	TE xl-xli, Online Lesson Plans	TE vi-xvii	Y		
5. All components of the program are user friendly and, in the case of electronic materials, platform neutral.	PE 88 Ex. 1, PE 170 Ex. 1	Website, RPJ, RBC, Assessment	Y		

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Book			
6. Answer keys for all workbooks and other related student activities.	Answer Presentation Tool (online), RPJ (online)	Assessment Book A1-A32, RBC A1-A118	Y		
7. Concrete models, including manipulatives, support instruction of the Common Core State Standards for Mathematics and include clear instructions for teachers and students.	PE 105, PE 334, PE 606, Math Tool Paper (online under Teachers tab)	RPJ cut outs (online), Materials List (online), Game Closet (online)	Y		
8. A teacher's edition that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve.	T 102, T 258	T 400	Y		
9. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources.	website		Y		
10. Homework activities, if included, that extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught.	PE 22-23, PE 164-165	T 22-23, T 164-165	Y		
11. Strategies for informing parents or guardians about the mathematics program and suggestions for how they can help support student progress and achievement.	Parent Letter (online)		Y		

Category 6: Teacher Support
Instructional materials should be designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the Common Core State Standards for Mathematics. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Teacher Support	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Clear, grade-appropriate explanations of mathematics concepts that teachers can easily adapt for instruction of all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	T 43, T 163, T 185	T 41, T 423, T 429	Y		
2. Strategies to identify, address, and correct common student errors and misconceptions.	T 289 Common Errors, T 541 Reteaching and Enrichment Strategies	T 107 On Your Own, T 445	Y		
3. Suggestions for accelerating or decelerating the rate at which new material is introduced to students.	T 197-198	T 398-399	Y		
4. Different kinds of lessons and multiple ways in which to explain concepts, offering teachers choice and flexibility.	PE 160-161, PE 350-351	PE 204-205, PE 238-239	Y		
5. Materials designed to help teachers identify the reason(s) that students may find a particular type of problem(s) more challenging than another (e.g., identify skills not mastered) and	T 345 Common Errors, T 547	T 173 Common Errors , T 458 Ex. 4	Y		

Teacher Support	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
point to specific remedies.	Common Errors	Misconception			
6. Learning objectives that are explicitly and clearly associated with instruction and assessment.	Lesson Plans (online) T 4 Goal,	PE 293 Ex. 2	Y		
7. A teacher's edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge of the subject, as necessary.	T 44-45, T 296-297	T 207 Taking Math Deeper, T 611 Taking Math Deeper	Y		
8. Explanations of the instructional approaches of the programs and identification of the research-based strategies.	T 124, T 156 Lesson Notes	T 402-403 Laurie's Notes	Y		
9. Explanations of the mathematically appropriate use of manipulatives or other visual and concrete representations.	T 474, T 520 Activity 1	PE 607 Activity 3, T 606 Activity 1	Y		