Vendor: Amplify

Title: Amplify Math TN

Amplify materials passed the Textbook Commission on first review; therefore, they did not appeal any materials. If you would like to watch the appeals session before the Textbook Commission to see those publishers who did appeal, the hearing can be found here: https://www.youtube.com/watch?v=lwoUx2W5bgY

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
6	80%	• At the beginning of each unit and at the beginning of each lesson, connections are made from prior grades. These are clearly identified and explicitly related to the grade level work. • Tasks are heavily embedded in every unit and students are encouraged to use different strategies and/or representations regularly in order to build and develop connections. • Materials develop using the CRA model multiple times throughout the unit; Students have appropriate "tool kits" which are analyzed at the beginning of the Unit and then available throughout the unit and include tools, resources, and manipulatives to aid conceptual understanding, procedural fluency, and application.	75%	• The eight math practices were not clearly identified in the teacher or student print materials. Aside from the correlation guide and a teacher/student recognizing MP wording (ex. "look for and make use of structure"), the formal recognition of the math practices was lacking. • Students are frequently asked to discuss and articulate mathematical ideas both verbally and in writing. · • Students are frequently asked to explain their reasoning, critique others' thinking, and participate in discussions about the lesson topic.	100%	• Every lesson included recommended supports, accommodations and modifications for struggling learners, students with disabilities, and ELL students. The entire bottom portion of the printed teacher materials is devoted to supports for these groups of learners. • Each lesson includes suggestions for entry points (scaffolding), Language acquisition (EL), pacing, and "differentiated support" which includes accommodations and accessibility recommendations; suggestions for next steps if students need further support; "Are you ready for more" sections on Activity pages for enrichment;
7	80%	• At the beginning of each unit and at the beginning of each lesson, connections are made from prior grades. These are clearly identified and explicitly related to the grade level work. • Tasks are heavily embedded in every unit and students are encouraged to use different strategies and/or representations regularly in order to build and develop connections. • Materials develop using the CRA model multiple times throughout the unit; Students have appropriate "tool kits" which are analyzed at the beginning of the Unit and then available throughout the unit and include	75%	• The eight math practices were not clearly identified in the teacher or student print materials. Aside from the correlation guide and a teacher/student recognizing MP wording (ex. "look for and make use of structure"), the formal recognition of the math practices was lacking. • Students are frequently asked to discuss and articulate mathematical ideas both verbally and in writing. · • Students are frequently asked to explain their reasoning, critique others' thinking, and participate in discussions about the lesson topic.	100%	• Every lesson included recommended supports, accommodations and modifications for struggling learners, students with disabilities, and ELL students. The entire bottom portion of the printed teacher materials is devoted to supports for these groups of learners. • Each lesson includes suggestions for entry points (scaffolding), Language acquisition (EL), pacing, and "differentiated support" which includes accommodations and accessibility recommendations; suggestions for next steps if students need further support; "Are you ready for more" sections on Activity pages for enrichment;

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8	80%	• At the beginning of each unit and at the beginning of each lesson, connections are made from prior grades. These are clearly identified and explicitly related to the grade level work. • Tasks are heavily embedded in every unit and students are encouraged to use different strategies and/or representations regularly in order to build and develop connections. • Materials develop using the CRA model multiple times throughout the unit; Students have appropriate "tool kits" which are analyzed at the beginning of the Unit and then available throughout the unit and include tools, resources, and manipulatives to aid conceptual understanding, procedural fluency, and application.	75%	• The eight math practices were not clearly identified in the teacher or student print materials. Aside from the correlation guide and a teacher/student recognizing MP wording (ex. "look for and make use of structure"), the formal recognition of the math practices was lacking. • Students are frequently asked to discuss and articulate mathematical ideas both verbally and in writing. · • Students are frequently asked to explain their reasoning, critique others' thinking, and participate in discussions about the lesson topic.	100%	• Every lesson included recommended supports, accommodations and modifications for struggling learners, students with disabilities, and ELL students. The entire bottom portion of the printed teacher materials is devoted to supports for these groups of learners. • Each lesson includes suggestions for entry points (scaffolding), Language acquisition (EL), pacing, and "differentiated support" which includes accommodations and accessibility recommendations; suggestions for next steps if students need further support; "Are you ready for more" sections on Activity pages for enrichment;
Algebra 1	74%	• There are many tasks. • The supports could be more precise, but this book is written for the teacher that knows their content. • Each activity seems to include a "monitor" section in the teacher manual that includes "look for points of confusion" that seem to be those misconceptions. Each point of confusion is followed by a suggestion for providing guidance to address the misconception. • Each lesson has 3-5 tasks (based on the Illustrative Mathematics curriculum).	75%	• Vocabulary is hidden usually until the recap at the end of each lesson. • I do not see the MPs written out in the teacher's manual. I found them listed with units/lessons with the content standards. • Students are often asked to explain their reasoning. The materials also use open-ended questions and students should explain their reasoning. There are several "which does not belong" where each of the 4 options could not belong. • Some topics are unfolded using CRA, but not all. There are digital manipulatives, but there is not an emphasis on concrete. There are many representations and an emphasis on the abstract. • All math practices are embedded throughout the unit.	92%	• Teacher's edition has supports on almost every page. • There is "differentiated support" in each section of material including accessibility and extensions. • Support in the TE for each lesson for ELL (includes visual examples to illustrate terms) plus portions of each lesson is present for students who need additional support. • All lessons include MLRs for language development. There is a modification to the pacing section in each lesson also.