MASSACHUSETTS
Department of Elementary
and Secondary Education

CURRICULUM RATINGS BY TEACHERS

HELLO AND WELCOME

TO A CURATE REPORT!

The CUrriculum RAtings by TEachers (CURATE) project supports the Department's Curriculum Matters: IMplement MA initiative to strengthen curriculum in Massachusetts through educator access to high-quality instructional materials (HQIM) and curriculum-based professional learning (CBPL) to support skillful use. The initiative is rooted in the following theory of action:

- *If* LEAs and prep providers have the information and support they need to give in-service and pre-service teachers the tools to access, evaluate, adopt, and implement high-quality, standards-aligned, culturally responsive curricular materials
- *and if* sustainable and collaborative professional learning structures help in-service and pre-service teachers use those materials to orchestrate student learning experiences skillfully
- *then* teacher and student experiences, and ultimately student outcomes, will improve.

Through the CURATE project, the Department convenes Massachusetts teachers to review and rate evidence of alignment and quality of comprehensive core curricular materials. The CURATE report reflects the panel's deliberations and consensus ratings; it is provided as a resource to support local education agencies to make informed local decisions about curricula, as part of a robust, inclusive, and equity-centered curriculum review and selection process with input from diverse stakeholders, including families (see IMplement MA Guide: Phases 1 and 2).

High-quality instructional materials are aligned to the Massachusetts content, practice, and language development standards; are culturally responsive; and exhibit a coherent sequence of target skills, instructional practices, and understandings. They also are accessible to all students, including students with disabilities, students working above and below grade level, English learners, and students of other diverse identity markers. Ultimately, to actualize the Educational Vision for Massachusetts and cultivate deeper learning for students, HQIM should

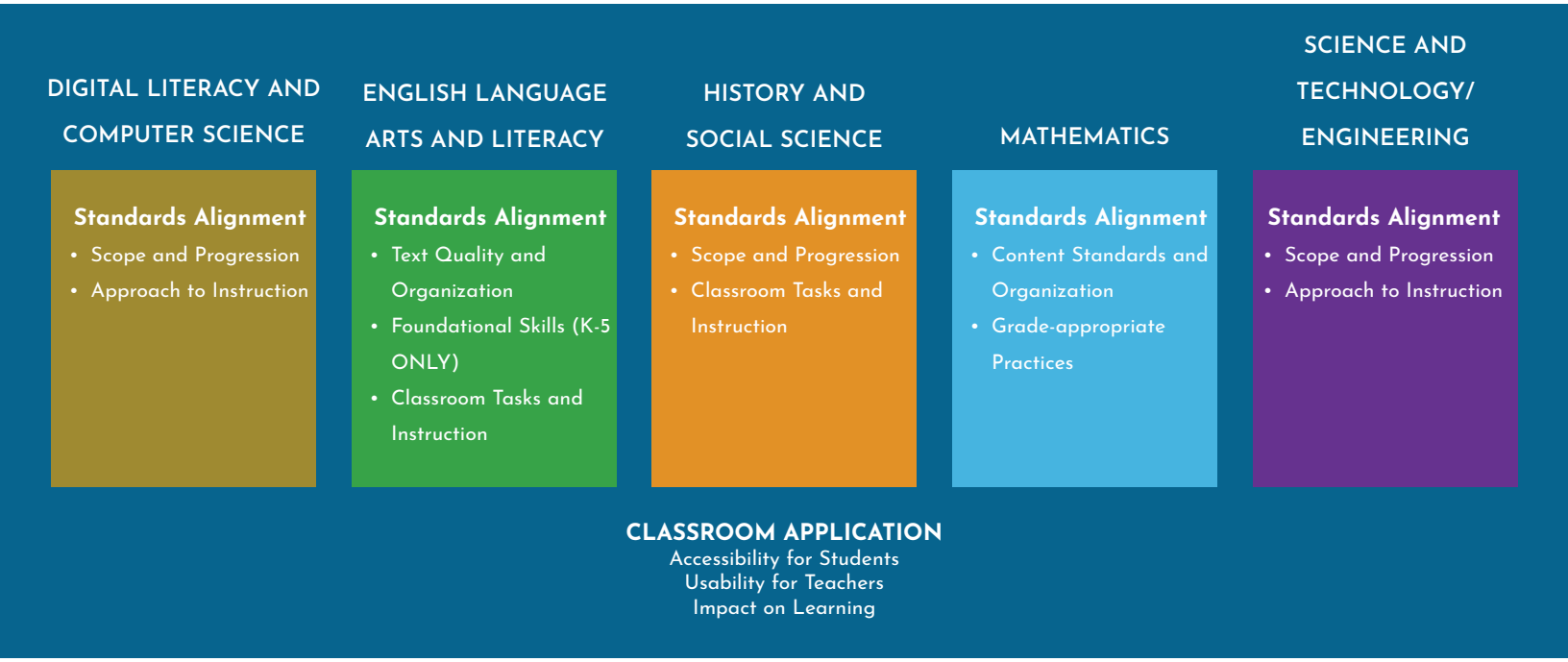
strongly support teachers in their everyday work to be inclusive and culturally and linguistically sustaining.

Although CURATE-reviewed curricular products may be found to meet DESE's definition of "high quality," it does not mean the curricular product is perfect (see "CURATE Ratings Key"). CURATE evaluates the instructional design and content of the materials but does not and is not intended to measure required curriculum-based professional learning and other supportive school/district systems and structures that impact implementation quality. The power within high-quality instructional materials is amplified by effective educators who are supported to develop the curriculum literacy to facilitate learning experiences that enable all learners to excel at grade level and beyond.

Local educational agencies should review CURATE reports and use the information therein to investigate the extent to which the specific product will well serve and strongly support students and teachers based on the local education agency's local assets, needs, and equity priorities.

CURATE REVIEWS AND REPORTS

Each CURATE panel uses a content-specific rubric for their review of evidence of alignment and quality, coherent with the MA Curriculum Frameworks and Standards of Effective Teaching Practice. The content rubric guides each panel's review in two domains: Standards Alignment (specific to each content rubric) and Classroom Application (consistent across all content rubrics).



Standards Alignment: Materials eligible for a CURATE review have met a minimum threshold for alignment to national college and career-ready standards, which overlap with the Massachusetts standards, with a few MA differences in emphasis and priorities. These differences or priorities are captured in the relevant CURATE content rubric indicators (e.g., authentic application of grade-level language standards in ELA/Literacy, student academic discourse in mathematics, and affirming and valuing diverse identities, backgrounds, and perspectives in all content areas).

Panel Review Guiding Question: *What are the strengths and areas for growth in the materials when considering the extent to which they meet expectations for alignment to Massachusetts college- and career-ready content, practice, and English language development standards?*

Classroom Application: This domain pertains to how well the materials support diverse learners (e.g., students with disabilities, multilingual learners, students working above and below grade level, and students of other diverse identity markers) and the teachers (new and experienced) tasked with doing so (see MA Teaching Standards I and II). Schools/Districts in the process of investigating which available high-quality instructional materials (HQIM) would best serve and strongly support students and teachers based on their local equity priorities, assets, and needs should use the information in this domain as a starting place for identifying distinctions among standards-aligned products.

Panel Review Guiding Question: *What are the strengths and areas for growth in the materials when considering the extent to which they meet Massachusetts expectations for well serving and strongly supporting accessibility for diverse learners and usability for busy teachers?*

Culturally and Linguistically Sustaining Practice: What sets CURATE apart is that reviews have always been rooted in Massachusetts equity priorities (diversity in representation, accessibility, inclusion), particularly for students from historically underserved groups and communities, coherent with the Educational Vision. Embedded throughout each content rubric in both domains are indicators and guidance that inform educators' consideration for diverse learners served in schools/districts across Massachusetts. A summary of findings about the extent to which the reviewed product (through design, approach, texts, tasks, practices, guidance, and resources) support teachers in their everyday work to provide grade-appropriate instruction that is inclusive and culturally and linguistically sustaining will be included with reports published during SY24-25 and beyond.

Panel Review Guiding Question: *To what extent do the materials meet expectations for alignment to Massachusetts college and career-ready content standards AND support inclusive and culturally & linguistically sustaining practice?*

CURATE RATINGS KEY

MEETS EXPECTATIONS: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be **well served and strongly supported** by them.

PARTIALLY MEETS EXPECTATIONS: Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would **benefit from having these materials** but need to supplement or adapt them substantively to serve their students well.

DOES NOT MEET EXPECTATIONS: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials **would not substantively help** Massachusetts teachers and students meet the state's expectations for teaching and learning.

NOT APPLICABLE (N/A): Materials are *without* foundational skills and will need to be *paired with* a strong foundational skills resource to address all components of the core literacy block (see Mass Literacy). This rating is provided only to ELA/Literacy K-5 Foundational Skills, when applicable.

NOT RATED: Narrative information is provided.

FULL REPORT

enVision MATHEMATICS

SAVVAS

2024

enVision Mathematics (2024) is a digital and print resource for Grades K-12. Please see the Savvas website and the publisher-provided information later in this report for product specifications. Grades reviewed: 6-8

> "The curriculum provides rich opportunities for students to explain their thinking, with detailed teacher guides that walk through how to elicit mathematical reasoning."
> *Massachusetts educator*

STANDARDS ALIGNMENT

CONTENT STANDARDS AND ORGANIZATION

GRADE-APPROPRIATE PRACTICES

CLASSROOM APPLICATION

ACCESSIBILITY FOR STUDENTS

USABILITY FOR TEACHERS

IMPACT ON LEARNING

ALIGNMENT TO MASSACHUSETTS STANDARDS AND SUPPORTING INCLUSIVE AND CULTURALLY & LINGUISTICALLY SUSTAINING PRACTICE

MA Priorities	*The materials include/ provide…*	*Teachers will need to augment materials with integrity to include/provide…*
MA-Specific Mathematics Standards	• Intentional progression of learning that systematically builds upon grade-level standards and students' knowledge • Explanations of how lessons, units and grades align with MA-specific content standards • Narratives that link Content Standards to Standards for Mathematical Practice (SMPs) • Units that reinforce conceptual understanding, procedural fluency, and real-world application, balancing all three aspects of mathematical rigor effectively	• Massachusetts-specific standards 6.SP.B.5c and 7.EE.B.4c, ensuring full alignment with state learning goals
Students with Disabilities (SWDs)	• Embedded assistive-technology features such as single-page view, highlighting and annotation tools, and text-to-speech • Intervention systems that reteach core concepts using modeling, videos, mathematical practice	• Dedicated time for intervention and reteaching within each class period

MA Priorities	*The materials include/ provide…*	*Teachers will need to augment materials with integrity to include/provide…*
	animations, and digital manipulatives • Varied approaches to learning tasks over time and multiple ways for students to demonstrate their learning	• Paired essential vocabulary with visual representations to enhance understanding
English Learners (ELs)	• Differentiated support for students at various levels of English language proficiency in alignment with English language development standards • Lesson-specific strategies and general guidance in the "Language Handbook" to develop students' academic language in mathematics • Unit-specific Language Development Sections within each unit and Language Lesson Goals within individual lessons • Access to several resources translated into Spanish	• Access to materials in students' home language to facilitate learning to enhance mathematical understanding
Students Working Above or Below Grade Level	**Working Above Grade Level** • Differentiated instructional strategies for students working above grade level and specific enrichment suggestions in each lesson • Extended learning options including individualized practice, performance-based tasks, project-based learning, challenge	**Working Above Grade Level** • Strategies for grouping students with peers working above grade level, especially for project activities **Working Below Grade Level** • Embedded time for intervention and reteaching

MA Priorities	*The materials include/ provide…*	*Teachers will need to augment materials with integrity to include/provide…*
	problems, hands-on activities, and writing opportunities **Working Below Grade Level** • Embedded supports and hands-on learning that allow students to access content and monitor their understanding over time • Digital manipulatives that offer multiple entry points for students to access learning	
Diverse Representation & Perspectives	• Culturally diverse individuals featured throughout some lessons to affirm and validate diverse perspectives • STEM Projects that incorporate real-world contexts and applications relevant to students' lives • Questions that encourage students to examine their perspectives and those of others	• Additional real-world examples that reflect students' linguistic, racial, ethnic, and gender identities across all units • Further opportunities for teachers to reflect on their biases and critically engage with culturally responsive teaching practices

STRENGTHS AND AREAS FOR GROWTH

STANDARDS ALIGNMENT

Content Standards and Organization

Materials are well aligned with the Massachusetts curriculum framework and progress in a coherent manner, although teachers will need to supplement select topic areas within the Massachusetts-specific standards. Content progresses coherently while building conceptual understanding, procedural fluency, and real-world application. While materials provide students with opportunities to engage with real-world applications and examples of data, teachers will need to supplement materials to ensure relevance to culturally and linguistically diverse students.

Strengths

- Content progresses coherently from unit to unit and grade to grade in alignment with Massachusetts standards. Student-facing materials include a "coherence across grades" section, while teacher resources include a "coherence across topics and lessons" section, linking Content Standards to Standards for Mathematical Practice (SMPs). In Grade 6, Topic 5, Lesson 1, Massachusetts-specific standard 6.RP.A.1 is explicitly addressed through student understanding of ratio relationships and distinguishing between part to part and part to whole relationships. Materials connect two or more clusters in a domain or two or more domains in a grade. In Grade 8, Topic 8, Lesson 8, students estimate the volume of a cone-shaped sculpture and understand that while there are numbers that are not rational they can be approximated by rational numbers (EdReports, 1E).

- Materials reinforce conceptual understanding, procedural fluency, and real-world application in balanced and effective ways. In Grade 6, Topic 8, Lesson 8, students summarize data using measures of central tendency (mean, median, mode). Materials then intentionally sequence conceptual understanding by introducing visual models followed by target questions and additional workbook practice. Materials promote rigor and procedural fluency in Grade 7, Topic 8, Lesson 8, by having students work backward from the provided formulas of a circle to find its diameter. Students then find the perimeter of rectangles with a semicircle on each end, discussing their rationale with peers and teachers. In Grade 7, Topic 1, STEM Project, students are encouraged to examine their perspectives on which temperature scales are used around the world, including how the Fahrenheit scale is less commonly used.

Areas for Growth

- While the majority of Massachusetts-specific standards are addressed, teachers will need to supplement materials to explicitly address the Massachusetts-specific standards 6.SP.B.5.c and 7.EE.B.4.c, as they are not explicitly covered within the core materials.

- Teachers will need to supplement materials to provide relevance to the lives, identities, and home backgrounds of culturally and linguistically diverse students. In Grade 8, Topic 3, Lesson 3, students apply their understanding of linear functions as they construct linear functions to represent given real-world situations. They further apply their understanding of linear and nonlinear functions to determine whether a given representation accurately shows the behavior of two quantities. While this example provides opportunities for real-world application, it is limited in terms of culturally, linguistically, and historically relevant engagement.

STANDARDS ALIGNMENT

Grade-Appropriate Practices

Materials encourage students to use multiple representations when solving problems. Instructional routines encourage students to justify solutions to problems and evaluate reasoning using clear oral and written communication. Materials support students to solve problems through strategic selection and use of a range of appropriate tools, including hands-on activities that support all learners. Materials encourage students to explain their thinking to others, providing scaffolds for students at different levels of English language proficiency.

Strengths

- Materials encourage students to use multiple representations when solving problems. Lessons provide students with routine opportunities to justify solutions in written, pictorial, verbal, and non-verbal form and address Standards for Mathematical Practice (SMP) 2, 7, and 8 through abstract reasoning, making use of structures, and generalized understanding. In Grade 7, Topic 2, Lesson 2, students use multiple representations, including tables, graphs, and number lines, to solve for a variable and discuss why an infinite number of solutions are plausible. Materials align with SMP 5 to promote student autonomy in selecting and applying mathematical tools effectively to solve problems. In Grade 7, Topic 5, Lesson 2, students use bar diagrams and shapes to visualize and write two-step equations to solve word problems. Materials support language proficiency in the four domains (speaking, reading, listening, and writing) among ELs during student academic discourse. Each lesson includes read aloud and visual learning examples paired with guiding questions.

- Materials encourage students to justify solutions to problems using clear oral and written communication. In Grade 6, Topic 1, Lesson 1 Teacher Edition, students are asked to justify their answer about how far a sloth can go in 90 minutes and are then asked to apply their reasoning, without doing calculations, to determine which animal moves the fastest (SMP 3). In Grade 8, Topic 7, Lesson 7, students use an approximation of an irrational number to determine if a ramp matches the recommended 6 feet of horizontal distance for every 1 foot of vertical rise along an incline. Students are required to justify their reasoning orally as well as in writing.

- Materials encourage students to solve problems through strategic selection and use of a range of appropriate tools. Materials align with SMP 5 and promote student autonomy in selecting and applying mathematical tools effectively to solve problems. In Grade 7, Topic 7, Lesson 7, students use different

tools, such as a spinner, coin, number cube, or number generator, to simulate a compound event. Follow-up questions prompt students to think about tool suitability and foster informed decision-making based on the theoretical probabilities of the outcomes of the actual event. In Grade 8, Topic 8, Lesson 8, students find the surface area of three-dimensional figures and are asked to model the two-dimensional shape that represents the top and bottom of a tube-shaped container and then check whether their drawings are accurate.

- Materials encourage students to explain their thinking to others and evaluate others' thinking. In Grade 7, Topic 7, Lesson 2, students consider the theoretical probability and results of a coin being flipped 100 times. Students first discuss the possible outcomes of a coin flip and whether those outcomes are equally likely. Then, they make predictions and consider whether the outcome of one flip affects the outcome of another. In Grade 8, Topic 3, Lesson 4, students discuss what $120 and $20 represent in the context of the problem, as well as the initial value and rate of change. Students share how they calculated values for their table and used their table to build the coordinate pairs for the graph. Additionally, students discuss how the shape of the graph relates to the rate of change, which is constant, and how the initial value is represented on the y-intercept of the graph (SMP3).

- Materials provide opportunities for students to participate in regular conversation and collaboration with peers focused on lesson content. In Grade 7, Topic 1, Lesson 3, "Convince-Me" Routine, students consider whether the sum of a temperature drop of an additional 5 degrees would result in a positive or negative integer without calculation. In Grade 8, Topic 8, "Pick a Project," students write and perform a skit illustrating the double meaning of volume—the volume of a three-dimensional figure and the volume of a speaking voice. Students play the three characters, Cylinder, Cone, and Sphere, who deliver their lines at volumes that correspond to their volumes. By participating in this activity, students engage in creative collaboration focused on content understanding while looking at how words can often have more than one meaning. The Language Support Handbook provides explicit guidance on how to create structured opportunities for students to engage in collaboration, relationship building, and peer-to-peer conversation that is focused on lesson content with specific considerations for ELs included.

Areas for Growth

- None.

CLASSROOM APPLICATION

Accessibility for Students

Materials provide for varied means of accessing content and demonstrating learning, helping teachers meet the diverse needs of students. Lessons include opportunities to develop academic language in English and the provided Language Development Guides help teachers ensure that students at various levels of English proficiency have access to grade-level content. While materials offer tasks and images that affirm diverse identities, teachers will need to supplement materials to enhance diverse representation and challenge existing narratives.

Strengths

- Materials provide for varied means of accessing content, helping teachers meet the diverse needs of students. In Grade 7, Topic 2, Lesson 3, the "Early Finishers" questions extend learning by having students explore how the weight of an elephant on Earth compares to its weight on the Moon. These questions also provide varied ways for students to access prior knowledge and connect it to current lessons. In Grade 7, every "3-Act Mathematical Modeling" lesson engages students in using math to represent and explain everyday events, helping students recognize that math is all around them while focusing on reasoning and communication and providing multiple entry points for ELs. The "3-Act Mathematical Modeling" is a featured component of the materials that engages students in real-world problem solving through a three-part modeling structure. Across all grade levels, teachers and students can access materials online with features such as text highlighting, annotation, translation into multiple languages, and adjustable voice-to-text speeds.

- Materials provide for varied means of demonstrating learning. In Grade 7, Topic 3, Lesson 3, the interactive additional practice on percent and proportion features questions that progress from fill-in-the-blank exercises to tasks that involve constructing arguments, reasoning, problem solving, and higher-order thinking. In Grade 8, Topic 6, Lesson 1, students explore congruence by determining whether two figures have the same side lengths and angle measures. The Today's Challenge Teacher's Guide provides differentiated instruction strategies, including vocabulary review, EL support, and extension activities, allowing teachers to tailor instruction and assessment to students' individual learning needs.

- Materials help teachers ensure that students at various levels of English proficiency have access to grade-level content, cognitively demanding tasks, and opportunities to develop academic language in English. In Grade 6, Topic 4, Lesson 1, students use a language development graphic organizer to help them represent and solve equations and inequalities. For properties of equalities, materials define key vocabulary terms and provide examples to reinforce students' learning. In Grade 7, Topic 1, the "Get Ready! Language Development" section offers teachers guidance on helping students enhance their word maps by including related phrases, examples, and illustrations, while also taking text features and visuals into account. Teachers are encouraged to have students revisit their descriptions throughout the topic and extend their learning by using completed word maps as a tool to prepare for the topic test. The units' "Language Development" sections and lessons' "Language Lesson Goals" work together to scaffold ELs' access to grade-level math, and both core and supplemental resources are available in Spanish to further support them.

- Materials include questions and tasks that affirm and value diverse identities, backgrounds, and perspectives. In Grade 7, Topic 6, STEM Project, an activity on using sampling to draw inferences about populations features multiple international examples such as London's metropolitan railway, which was the first rapid public transportation system; Boston's Tremont Street Subway, the first subway system in the United States; and the introduction of bike-sharing services in cities like New York, Amsterdam, and Tel Aviv. Materials also feature individuals from diverse backgrounds. In Grade 8, Topic 8, the STEM video introduces culturally diverse individuals before exploring early food and liquid containers from various cultures. The related project asks students to apply volume and surface area concepts to design eco-friendly packaging for purifiers.

Areas for Growth

- While materials provide multiple access points such as an intervention section in every lesson, they lack teacher guidance for implementing the enrichment worksheets, math tools and games, and STEM projects.
- Teachers will need to supplement materials to elevate different student backgrounds and challenge existing narratives. In Grade 6, Topic 1, Lesson 7, word problems feature individuals of different genders and cultures, making real-life connections. However, they overlook opportunities to affirm diverse backgrounds or challenge systemic issues, such as access to affordable local produce. Diversity is mostly limited to heritage or cultural foods and places, with no direct guidance for teachers to incorporate students' cultural and social backgrounds in learning. Teachers will need to supplement materials to challenge existing narratives about historically marginalized and historically centered or normed cultures.

CLASSROOM APPLICATION

Usability for Teachers

Lessons and tasks advance student learning with clear purpose. Materials include suggested classroom routines and structures as well as assessments, rubrics, and exemplars to help teachers set clear and high expectations for students. Additional pacing and guidance are needed to help teachers to prioritize or adapt content for a typical school year. While materials build teachers' knowledge, teachers will need to supplement materials to recognize pedagogical biases and develop sociocultural consciousness to ensure culturally and linguistically sustaining practices.

Strengths

- Lessons and tasks advance student learning with clear purpose. In Grade 8, Topic 6, Lesson 3, the lesson includes the clear mathematical objective and essential question, "How can you write and evaluate expressions with exponents?" Materials also include a rigor statement that explains what aspects of rigor the lesson focuses on, identify the common core standards and mathematical practices aligned with the lesson, and connect coherently with prior and future learning across clusters, using "Look Back" and "Look Ahead" prompts in the Teacher Edition.

- Materials support teachers with suggested classroom routines and structures (e.g., grouping strategies). In Grade 6, the Teacher's Edition "Program Overview" offers detailed explanations of the consistent lesson structure used throughout the curriculum: Step 1 is Develop Problem-Based Learning, Step 2 is Develop Visual Learning, and Step 3 is Assess and Differentiate. Suggestions for structures, including whole group, small group, and individual, are given within lesson routines. In Grade 6, Topic 1, Lesson 4, teachers receive discussion questions to support productive discourse, along with grouping guidance for the "Solve & Discuss It!" section; starting with whole-class work, transitioning to small groups, and returning to whole-class discussion. At least once per topic, students engage in two types of problem-based activities: "Explore It!" encourages them to model problem situations using mathematical strategies, while "Explain It!" prompts them to construct and critique mathematical arguments. "The Student-to Student Conversation" section in the Language Support Handbook provides grouping strategies for ELs, including pairing with others who speak the same language, pairing with bilingual students, or pairing with fluent English speakers. ELs are also encouraged to use both their home languages and English to participate in the group discussion.

- Materials include informal and formal assessments that help teachers measure learning and adjust

instruction. For each item on the Topic Assessment, there are recommended next steps along with corresponding worksheets and lessons. In Grade 7, Topic 3, if a student answers question 2b incorrectly (assessing standard 7.RPA.2), the teacher is directed to use the Math Diagnosis and Intervention System (MDIS) 40 to provide targeted support. The data collection tool enables teachers to gather formative data such as pictures, videos, notes, and work samples as students complete their work. In Grade 6, Topic 1, Lesson 3, "Step 1, Solve & Discuss It!," and "Step 2, Let's Investigate and Convince Me," this tool supports data collection across multiple modes of assessment, allowing teachers to measure students' learning in a variety of ways throughout the lessons. Assessments help identify students' misconceptions about taught skills or themes. In Grade 7, Topic 5, Lesson 6, "Prevent Misconceptions," teachers build on students' thinking by guiding them to explore multiple strategies and deepen their understanding. Materials also include formal and informal assessment opportunities that help teachers measure learning, adjust instruction, and provide guidance on appropriate next steps based on student performance. In Grade 8, Topic 3, the Readiness Assessment provides a scoring guide and recommendations as well as an item analysis for diagnosis and support.

- Materials include rubrics, exemplars, or other resources to help teachers set clear and high expectations for students. In Grade 7, Topic 7, Lesson 7, students play three different games with number cubes to explore how sample spaces can help them calculate theoretical probability, connecting to previously learned content. This activity includes annotated student work at various levels of achievement, with the Teacher Resources featuring a self-assessment tool. Across lessons, most "Try It" problems are paired with targeted interventions, and both interactive practice and problem-solving tasks include item analyses. Lessons and quizzes link to intervention resources, vocabulary support, and materials designed to strengthen literacy skills. Each grade level also includes an Assessment Sourcebook, which provides answer keys for all unit assessments. Materials also support students in self-assessment. In the "Teaching Tools" section, the Self-Assessment Tool encourages students to reflect on their learning by placing an "X" along the "road to understanding" and choosing from four emoji faces that represent levels of understanding, ranging from "I don't understand" to "I really understand."

- Materials include guidance and resources designed specifically to build teachers' knowledge. In Grade 7, Topic 3, "Analyze and Use Proportional Relationships," a Language Development section features a graphic organizer to support students' understanding of percentages. The Teacher's Guide recommends beginning the unit with a vocabulary activity, incorporating a word wall throughout, and offering an extension activity afterward to further develop language skills and deepen conceptual understanding. Students are encouraged to engage in real-world conversations about percents with parents or other adults in their lives. Additional resources for teachers include lesson and topic videos, professional development videos, collaborative discussion groups, customizable content pages tailored to individual preferences and needs, and annotations that connect pedagogy with the lesson trajectory.

Areas for Growth

- While pacing is somewhat reasonable and flexible, teachers may need to customize lessons to implement the curriculum effectively within a typical school year. Materials allocate 30-45 minutes towards all three parts of each lesson. Although the online lesson planning in the "Math Anytime" portion of the Lesson Overviews can be customized and used alongside an online calendar, there is limited guidance on prioritization of materials. Materials lack directions for teachers to determine optional lessons to accommodate time limitations. In the Grade 6 Pacing Guide, lessons, project, and assessments total 154 to 170 days of instruction. This does not account for intervention, fluency practice, differentiation, and other assessments, which are allotted 16 to 32 days, limiting flexibility.

- While materials include guidance and resources designed specifically to build teachers' knowledge, such as the Grade 6 resource on how to align lesson content to match district-level curriculum guides, teachers will need to supplement materials to recognize pedagogical biases, develop sociocultural consciousness, and enhance lessons to be inclusive and responsive to the diverse identities of students.

CLASSROOM APPLICATION

Impact on Learning

The curriculum demonstrates alignment to research-based practices.

WHAT THE PUBLISHER SAYS

We asked publishers for information on diverse representation in their materials, professional learning for Massachusetts educators, and product specifications. See what **Savvas Learning Company** had to say about **enVision Mathematics 6-8 (2024)**.

DIVERSE REPRESENTATION

Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other social identity markers see themselves fully reflected, respected, and valued in your curriculum. Describe also how your curriculum challenges existing narratives about historically marginalized and historically centered or normed cultures, including challenges rooted in systemic oppression.

At the center of everything we do at Savvas is the desire to help all students succeed. Diversity, equity, and inclusion in learning are essential to meeting this goal. We support teachers in creating classroom environments that encourage student voice and elevate diverse perspectives; foster student agency by providing students with choices in how they learn; and build inclusive spaces where students feel safe and where differences are celebrated as assets.

We strive to design high-quality, personalized instructional materials. We understand that the best way to increase student engagement and achievement is to set high expectations for all students. *enVision Mathematics* uses adaptive learning technology that features diverse, relevant content where students see themselves reflected in what they learn. Topics and lessons are universally designed to foster conceptual understanding through highly visual examples and embedded interactive features that emphasize real-world concepts.

All *enVision Mathematics* lessons begin with a problem-based activity designed to promote student collaboration and engagement, allow for multiple entry points to the problem, enable students to gain confidence in their thinking, and help them build respect for their peers' contributions to learning. Emphasizing contribution and sharing ideas—rather than correct answers—benefits all students' learning.

Students build confidence and understanding as they contribute to classroom discourse, hear mathematical language in context, and see a variety of strategies and approaches to solving problems. Problem-based learning and visual learning are combined to promote student voice and choice, interdependence, and self-confidence. Students are encouraged to share their unique perspectives and bring their cultural experiences to the discussion.

To read further about our commitment to equity and inclusion in learning, visit https://cloud.3dissue.com/202077/205776/241865/Na0323MathEquityandInclusionBrochure/index.html?r=10.

PROFESSIONAL LEARNING

Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support skillful implementation of your curriculum. If there are professional learning opportunities available specifically to support skillful use of the materials with English learners, students with disabilities, students working above or below grade level, and/or students of other diverse identity markers, please include this information.

Savvas will develop a comprehensive professional learning plan to support teachers and administrators, guide our processes, and ensure that our proposed *enVision Mathematics* solution for grades 6–8 is implemented with fidelity. Our personalized approach for targeted teaching support features onsite, in-person training; virtual training; self-paced modules; job-embedded coaching; and our mySavvasTraining.com website.

Savvas has been approved by Rivet Education as a High-Quality Professional Learning Provider. Read more at https://www.savvas.com/services/professional-learning.

Program Activation provides teachers with training on the essential program components they need for success on the first day of instruction, including print and digital features. Teachers study program structure, explore digital resources on our Savvas Realize platform, and learn innovative ways to strengthen instruction and increase student engagement.

Implementation Essentials helps teachers further examine topic and lesson structure so they can integrate the instructional support embedded in the program, learn to use resources designed for improved student achievement, and explore ways to enhance instruction and engage students.

Leadership Development workshops help district and school administrators guide planning, data analysis, and team building. Administrators choose from topics specific to school or district needs, including data analysis through the Realize Reports functionality, identifying ways to support teachers, and providing feedback to improve overall instruction. To help ensure long-term success, participants are provided with tools such as step-by-step training plans, Administrator Look Fors, and the Teacher Self-Check.

Onsite and virtual job-embedded coaching services focus on effective program implementation and

providing teachers and school leaders with varying levels of support, both in and out of the classroom. Services are designed to increase teacher and administrator understanding of the program and strengthen instruction through assistance with sequencing, lesson activities, and assessment guidance.

Program-specific *enVision Mathematics* workshops provide teachers with evidence-based learning strategies to address diverse student needs and enhance instruction. Workshop topics include Effective Use of the Digital Path, Problem-Based Interactive Learning, Personalizing and Differentiating Instruction, and Using Assessment to Inform Instruction.

For on-demand professional learning support, teachers and administrators can access online training and resources through our https://mysavvastraining.com/ website, which is included with purchase and available throughout the life of program adoption. Authorized users can view comprehensive training materials, instructional videos, and thousands of additional on-demand program and platform resources developed by education experts with teaching, instructional design, and product backgrounds.

PRODUCT SPECIFICATIONS

Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes and/or what tools and resources are openly available online).

Our award-winning Savvas Realize platform, included with program purchase, provides digital delivery for *enVision Mathematics*. Tech & Learning has recognized Savvas Realize with an Award of Excellence as a digital home for more than 1,000 instructional programs across all subject areas and grade levels.

No client installation is necessary. We provide required hardware, software, system performance monitoring and maintenance routines, load balancing, system redundancy, data and physical security provisions, data storage and archiving, usage reporting and analytics, disaster recovery, business continuity, and support services. We assist our customers in assessing system readiness and with the overall installation and setup process.

Using Savvas Realize, teachers can create their own content and assessments, customize lesson plans, re-sequence topics or lesson content, search by keyword or standard, edit assessments, use online discussion boards, and more. Assessment data reports help teachers provide all students with opportunities to demonstrate proficiency in math concepts, skills, and application. Students with a variety of learning styles and abilities receive the assistance they need to be successful. Every lesson includes online instructional examples as the progression of topics builds, allowing students additional skills practice for developing conceptual understanding. Online resources include interactive learning aids, real-world scenarios, personalized practice and feedback, animation, games, videos, and more.

Auto-scored online exercises and assessments ensure that students are on pace for understanding essential concepts and skills. Digital program assessments provide students with real-time feedback upon completion. Comprehensive differentiation resources support a wide range of student learning levels through personalized, adaptive learning. For whole and small group instruction, teachers can create classes, organize students by groups, and create assignments targeted to groups, individual students, or the entire class.

Additionally, teachers can inform their instruction to improve student outcomes using real-time student and class data. Savvas Realize reports show standards mastery on assessments, the length of time students are online, overall progress, and more. Professional development videos on Savvas Realize include lesson previews, teaching strategies, differentiation support, and guidance for delivering instruction for students with a wide range of learning needs.

RESPONSE TO REPORT

Savvas Learning values our collaboration with CURATE and Massachusetts educators, and we deeply appreciate the time, effort, and thoughtful consideration that went into developing the CURATE report for *enVision Math 6–8* ©2024. We share your commitment to expanding equity and access to high-quality mathematics instruction for all students.

At Savvas, we believe the best way to improve student achievement is by setting high expectations for every learner while providing engaging, relevant opportunities for success. Our goal is to deliver the highest-quality instructional materials fully aligned to standards, supported by curriculum-specific professional learning, including offerings approved by Rivet, that empower teachers and students alike.

In developing *enVision Math 6–8*, we built on the strengths of prior editions and collaborated closely with educator focus groups, math authors, and content experts. We intentionally incorporated classroom feedback alongside the most current, evidence-based practices to ensure equitable access for all learners.

We are committed to continuously refining our resources as we learn from our advisors, educators, and initiatives such as Massachusetts CURATE. We invite you to explore how *enVision* fosters inclusive learning spaces through intentional instruction grounded in Universal Design for Learning (UDL) and culturally and linguistically sustaining practices.

Looking for more information?

Read the full approved gateway review or find a Massachusetts district using this product.

This product prequalifies for a Departmental Master Agreement based upon its CURATE rating. Please contact DESE-CURATE@mass.gov for information about how to utilize the Master Agreement should one exist through the publisher completion of the negotiation or approval process.

Learn about the CURATE process and explore Frequently Asked Questions.