



At Great Minds, we are honored to have the focus, coherence, and rigor of *Eureka Math*'s curriculum acknowledged by an independent review. More than 200 teachers and mathematicians worked together to create this unparalleled PK-12 curriculum. It is enormously gratifying to see this hard work recognized by the outside, impartial team of experts assembled by *EdReports*.

It is reaffirming to know that an external authority sees what we see: coherence in the curriculum that ultimately benefits students. As I read *EdReports* review, I had flashbacks to the writing process and recalled how much of my own thinking was altered by the writing work. My time in the classroom would have been remarkably superior had *Eureka* been available to me, and to my students. I'm so appreciative of the detailed notes from *EdReports* that will undoubtedly guide future development.
Pia Mohsen, Geometry Writer from Philadelphia, PA

While it is rewarding to hear how we met expectations in the most critical areas of Focus, Coherence and Rigor, we are equally appreciative of the opportunity to evaluate and reflect upon the teacher guidance we provided in support of implementing the Mathematical Practice standards (MPs).

As we wrote *Eureka Math*, our intention was to build a curriculum that embodied the math practices by embedding them in what the curriculum asks students to do every day. The MPs so saturate the curriculum at all levels, that to cite their appearance each time would clutter the work. Thus, MP indicators in the Teacher Edition were provided to unobtrusively highlight examples of an MP standard being enacted, and were therefore limited to one or two per lesson. Enactment and encouragement of the MPs are regularly demonstrated in the sample student-teacher dialogue and student prompts provided in the Teacher Edition.

This methodology was applied across the entire PK-12 curriculum. In *EdReports*' review of *Eureka Math* K-8, our treatment of the MPs was found to meet expectations. Even so, both the K-8 and the High School reviews provided an opportunity to reflect on the curriculum's treatment of the MPs, calling particular attention to the supports and guidance provided to teachers.

The *EdReports* review has encouraged us to more carefully spell out the full meaning of each MP standard in our teacher materials, and suggests that educators would benefit from a more explicit identification of exemplary enactment of MPs in our materials. In our own review, we found that in many cases, exemplary enactments of MPs were not marked with

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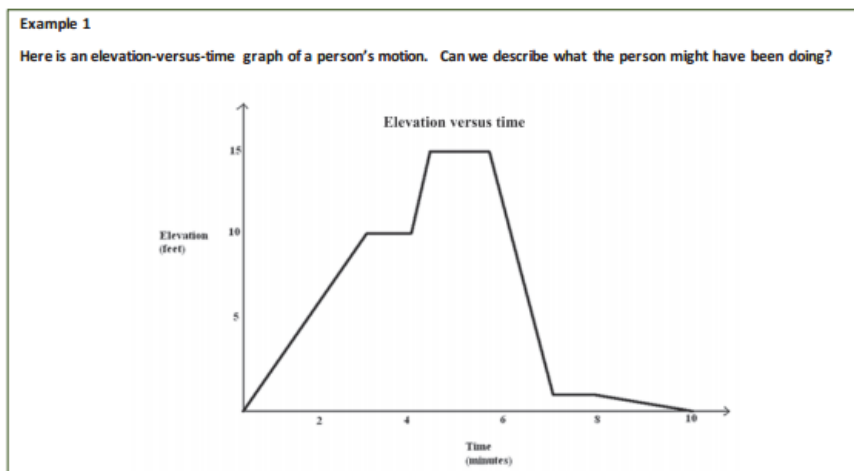
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the MP indicator, and in a few cases, those marked with an MP indicator were not exemplary.

As an example, Algebra I, Module 1 provides several exemplary engagements with **MP1: Make sense of problems and persevere in solving them** and **MP6: Attend to precision**. Provided below is an excerpt from Lesson 1 that, while not marked as such, nicely exemplifies MP1.

Example 1 (15 minutes)

Present the following graph and question.



Have students discuss this question in pairs or in small groups. It will take some imagination to create a context that matches the shape of the graph, and there will likely be debate.

Additional questions to ask:

- What is happening in the story when the graph is increasing, decreasing, constant over time?
 - *Answers will vary depending on the story: a person is walking up a hill, etc.*
- What does it mean for one part of the graph to be steeper than another?
 - *The person is climbing or descending faster than in the other part.*
- How does the slope of each line segment relate to the context of the person's elevation?
 - *The slope gives the average change in elevation per minute.*
- Is it reasonable that a person moving up and down a vertical ladder could have produced this elevation versus time graph?
 - *It is unlikely because the speed is too slow: $2.5 \frac{\text{ft}}{\text{min}}$. If the same graph had units in seconds then it would be reasonable.*

Throughout this and other lessons, students are regularly asked to analyze the givens, constraints, relationships, and goals, to express their conjectures, and to plan solution paths – which are all aspects of MP1. Time for making sense of the problem is given, and scaffolding questions are provided in the Teacher Edition.

As a non-profit provider of instructional materials and professional development, what we care about most at Great Minds is helping students succeed. We are pleased with the still growing number of schools successfully implementing *Eureka Math*. As we partner with our users and our teacher-writers to improve and expand our suite of resources that support effective and sustained implementation of *Eureka Math*, we continue to establish high expectations for quality instructional materials, recognizing the immeasurable impact they have on student success.

We are grateful to the *EdReports* team for helping accelerate our efforts to create the best possible curriculum.