



McGraw Hill appreciates the careful approach EdReports took in reviewing *Everyday Mathematics 4* ©2020 and is proud that the K-5 program has been rated as fully meeting expectations for all three gateways.

Everyday Mathematics offers a unique, research-based elementary mathematics curriculum and is identified as the most effective core elementary math program available by the U.S. Department of Education. The program helps teachers guide instruction in their classroom, make instructional decisions based on the needs of their students, and provide multiple pathways for students to approach learning. These pillars of the program support equity in the classroom and encourage positive attitudes about mathematics.

The flexibility the program offers and the unique approach of spiraling both instruction and practice are why it is so effective but can make it challenging to accurately measure the program against a standardized rubric. We believe the EdReports reviewers overcame this challenge in almost every aspect of the review; however, to ensure that educators have the most accurate information about *Everyday Mathematics*, we have outlined a few concerns below.

INACCURATE INFORMATION IN THE REVIEW OF GRADE 6

EdReports identified a few assessment items in Grade 6 that reviewers believe assess above-grade standards. While the *Everyday Mathematics* authors disagree, they acknowledge that educators can remove these items when the assessments are administered if they choose. The online assessment platform includes functionality that allows specific items to be omitted or modified, but the EdReports review erroneously states that the items cannot be omitted or modified resulting in an inaccurate evaluation for indicator 1A.

MISINTERPRETATION OF STANDARDS COVERAGE IN GRADE 6

The review of Grade 6 for indicator 1C found that the majority of materials do not address the major work of the grade. The review cites the number of units, lessons, and teaching days relative to the time spent on major work as evidence, but because *Everyday Mathematics* spirals both instruction and practice and multiple standards are often addressed within the same activity, the high-level analysis performed by the reviewers resulted in an incorrect calculation of the amount of time students spend on the major work of the grade.