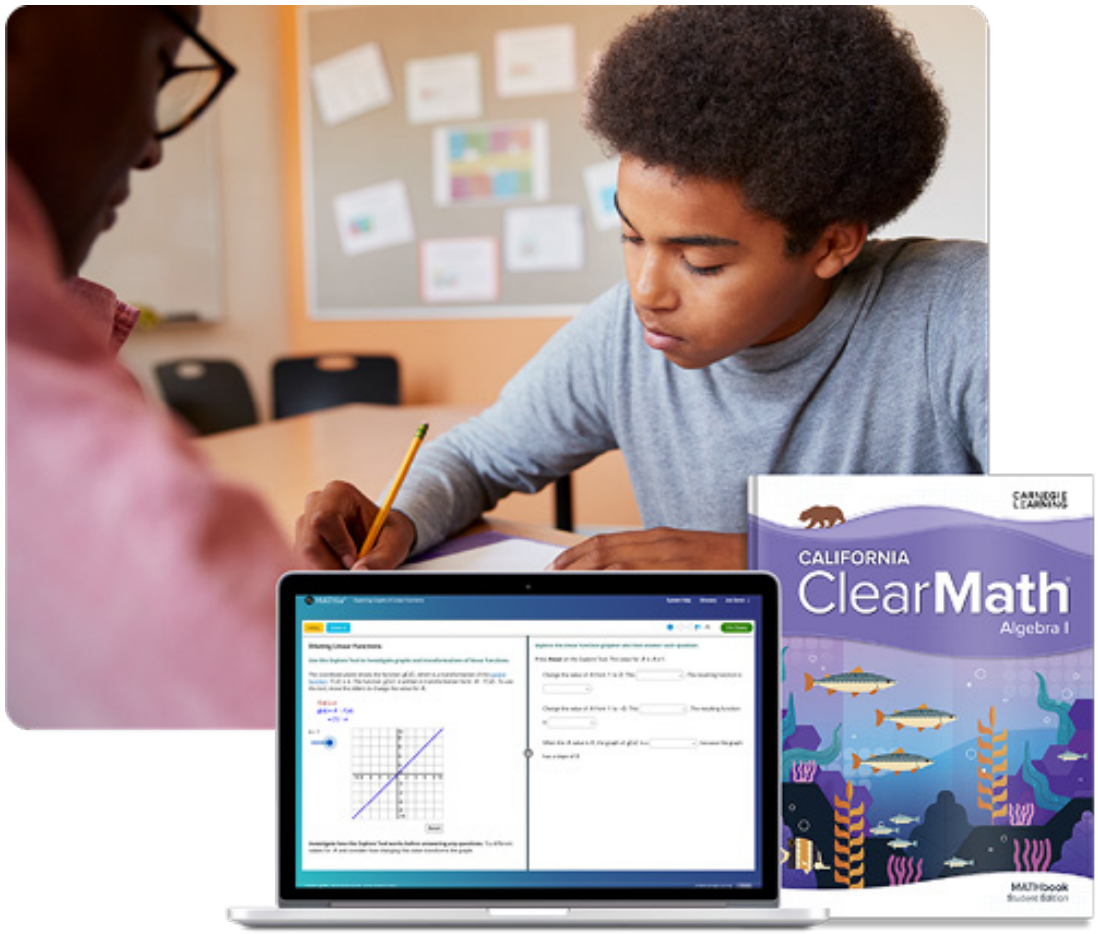
CARNEGIE LEARNING

CALIFORNIA

ClearMath®

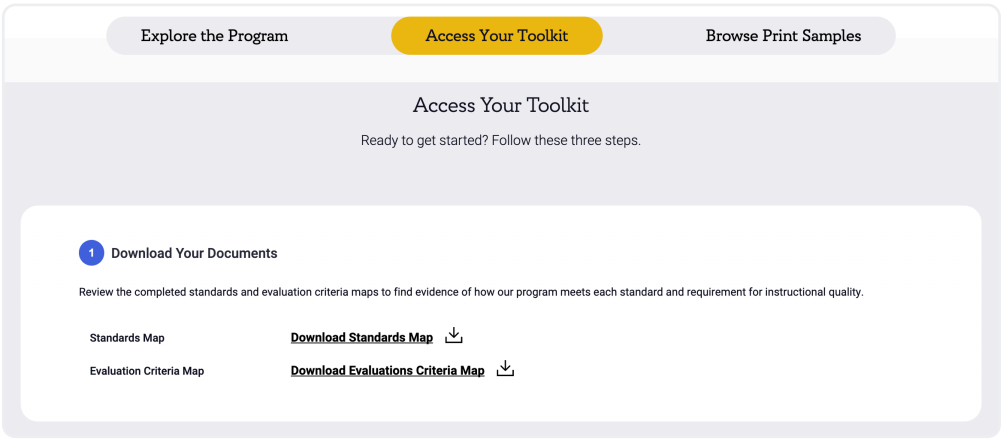
Algebra I
Reviewer Reference Guide

This guide walks you through how to use the Standards Maps and Evaluation Criteria Map for California ClearMath Algebra I, and how to locate cited evidence in the printed Teacher's Implementation Guides, the Student Edition, and our digital platform—the Clear Learning Center, home to MATHia and MATHstream.



Standards Map and Evaluation Criteria Map

You can download the digital versions of the Standards Map and Evaluation Criteria Map from Step 1 of the “Access Your Toolkit” section on the Reviewer Site.



For the most direct and streamlined experience, we recommend referencing the digital version of the Standards Map and Evaluation Criteria Map whenever possible.

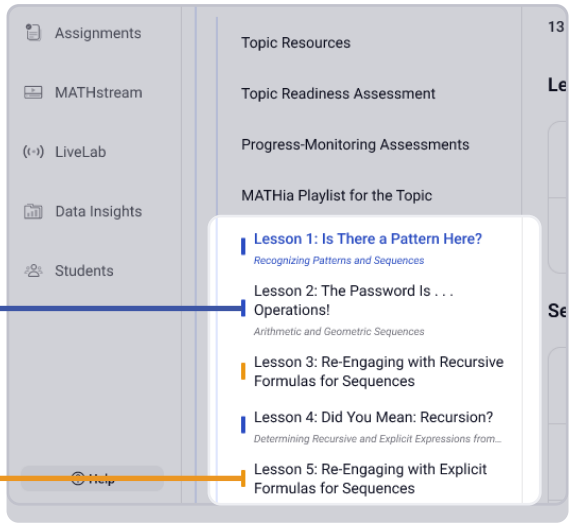
Course Design and Overview

Each California ClearMath course includes five modules, aligned to the Big Ideas of the grade.

Topics and lessons follow a consistent structure, clearly visible in the Clear Learning Center:

Concept Lessons
are highlighted in blue

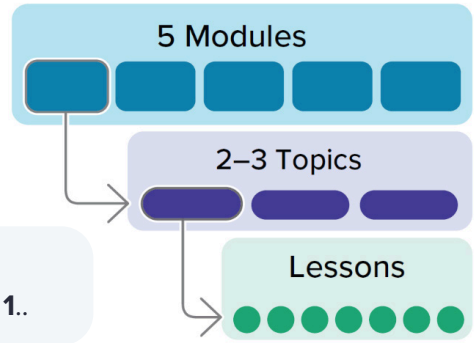
Re-Engagement Lessons
are highlighted in orange



Acronyms and Abbreviations

The Standards Maps and Evaluation Criteria Map use the following abbreviations:

Abbreviation	Meaning
TIG	Teacher's Implementation Guide
TIGO	Teacher's Implementation Guide Overview *These pages are the front matter of the TIG.*
SE	Student Edition
CLC	Clear Learning Center
M	Module
T	Topic
L	Lesson

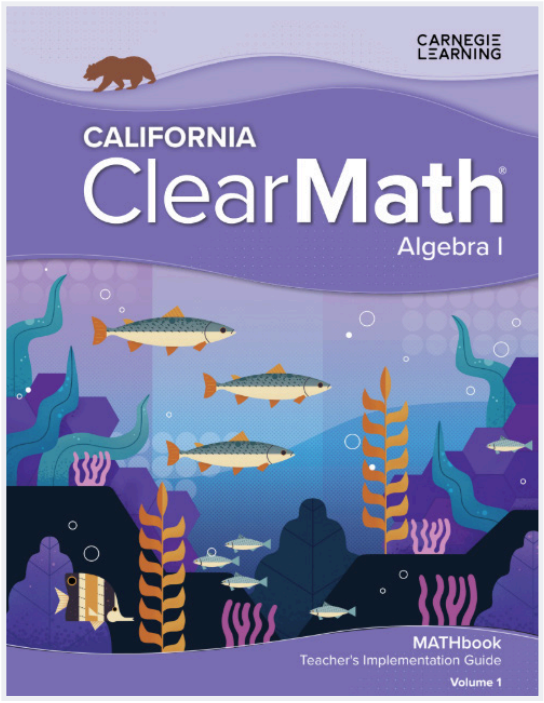


Citations follow this format:
[M2, T3, L1], which means **Module 2**, **Topic 3**, **Lesson 1**..

Citation Guidance for Reviewers

Each criterion includes citations from multiple resources, such as the **Teacher's Implementation Guide**, **Student Edition**, **MATHia** and other digital materials available in the **Clear Learning Center**.

The examples shown below from **Algebra I** provide a reference for navigating to the cited content.



Navigating to a citation using the Teacher's Implementation Guide

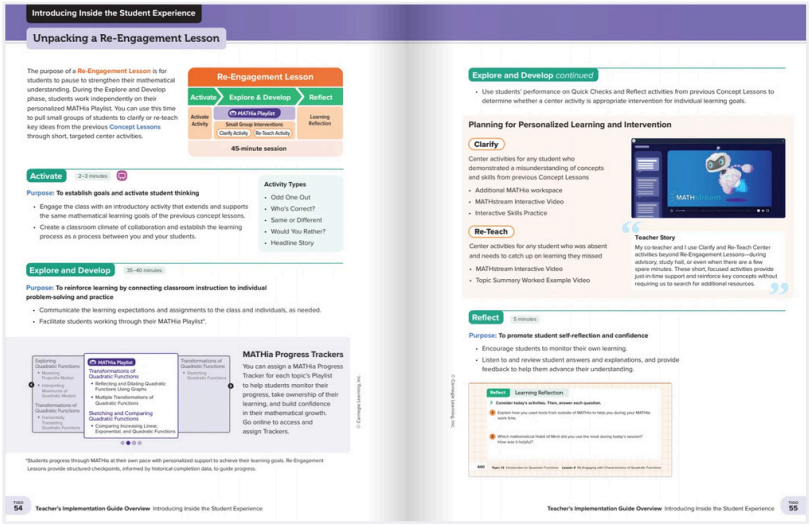
Sample Citation #1

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.7	The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.	**Overview of Visual Design Supporting Mathematical Engagement** The visual design of the student materials is clean, intentional, and focused on supporting students in engaging meaningfully with mathematical content. For an overview of how visual elements are used to clarify concepts – not distract from them – refer to the *Inside the Student Experience* section of the *Algebra I Teacher's Implementation Guide Overview*. Introducing a Topic to Students – TIG p. TIGO 49; Unpacking a Concept Lesson – TIG pp. TIGO 50–53; Unpacking a Re-Engagement Lesson – TIG pp. TIGO 54–55; Student Experience in MATHia – TIG pp. TIGO 56–57			

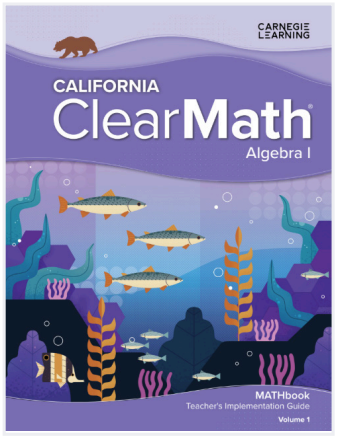
Unpacking a Re-Engagement Lesson – TIG pp. TIGO 54–55;

Algebra I Teacher's Implementation Guide Citation on Evaluation Criteria Map

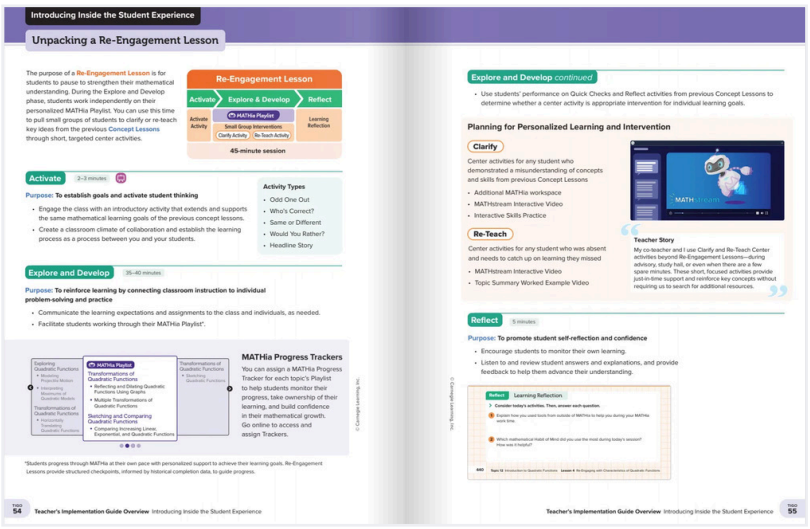
Note: If you click on a link in the digital version of the Standards Map or Evaluation Criteria Map, it will automatically take you to the correct page in the digital representation of the Teacher's Implementation Guide.



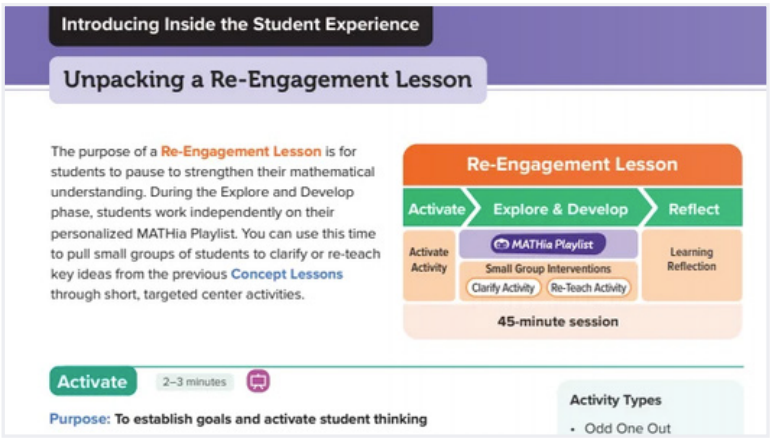
To see the citation using the print book:
Open the **Teacher's Implementation Guide.**



Go to the front of the book and turn to **page TIGO 54-55.**

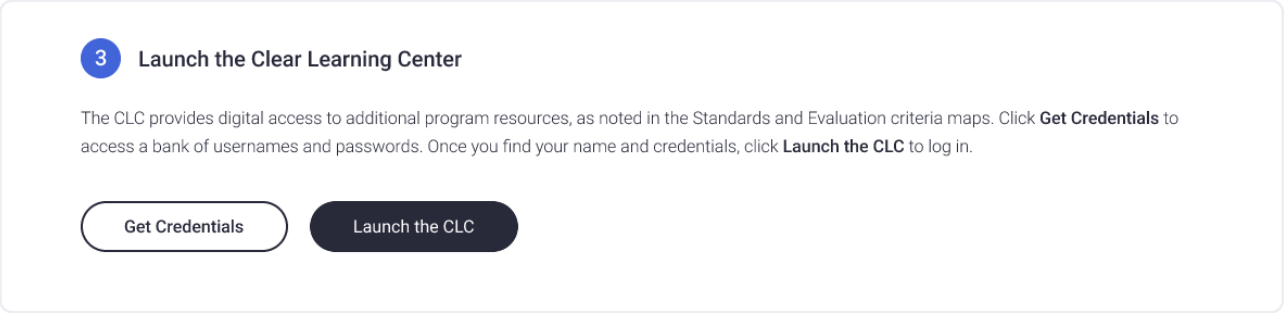


See the section
Unpacking a Re-Engagement Lesson.



Navigating to a citation using the Clear Learning Center

To access digital materials in the Clear Learning Center, go to the Reviewer Site at: www.carnegielearning.com/ca-state-review/algebra-1



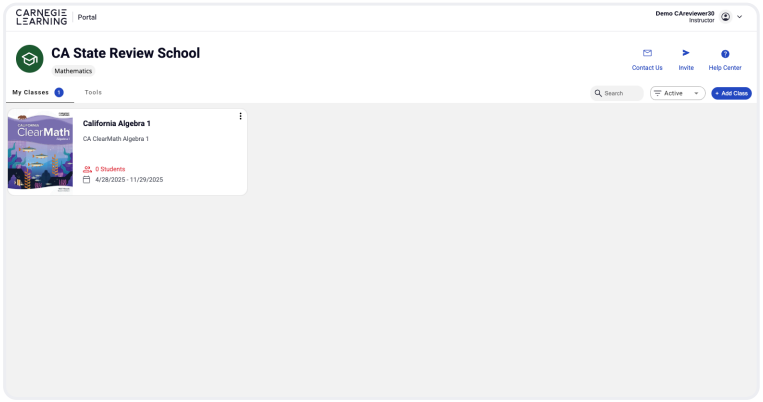
- Select “Get Credentials” to locate your login information.
- Select “Launch the CLC.”
- Enter your login credentials.

Sample Citation #2

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	**Access in TIG: M1, T2, L1:** Is There a Pattern Here? (Recognizing Patterns and Sequences), pp. 40–41; **Access in TIG: M2, T4, L1:** Connecting the Dots (Making Connections Between Arithmetic Sequences and Linear Functions), pp. 104–106; **Access in CLC: M1, T2, L3,** MATHia: Graphs of Sequences; **Access in CLC: M2, T4, L2,** MATHia:			**Access in CLC: M1, T2, L3,** MATHia: Graphs of Sequences;

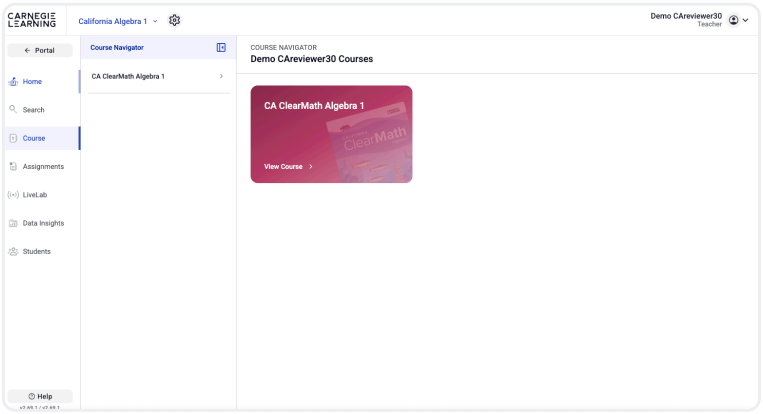
Algebra I Clear Learning Center: MATHia Citation on Standards Map

Select **Algebra I**

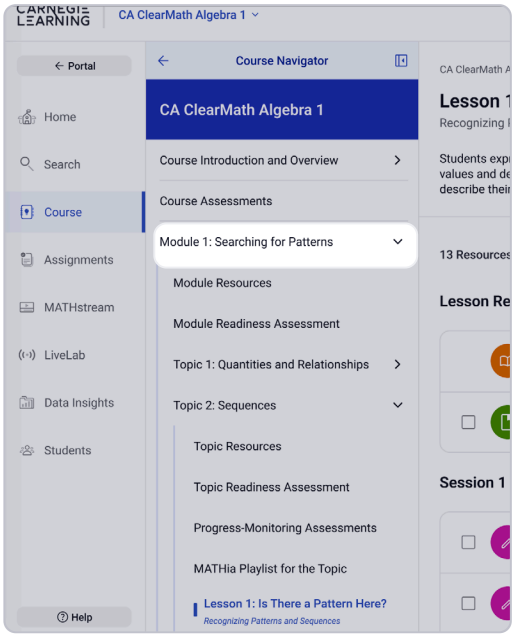


Then select **View Course**.

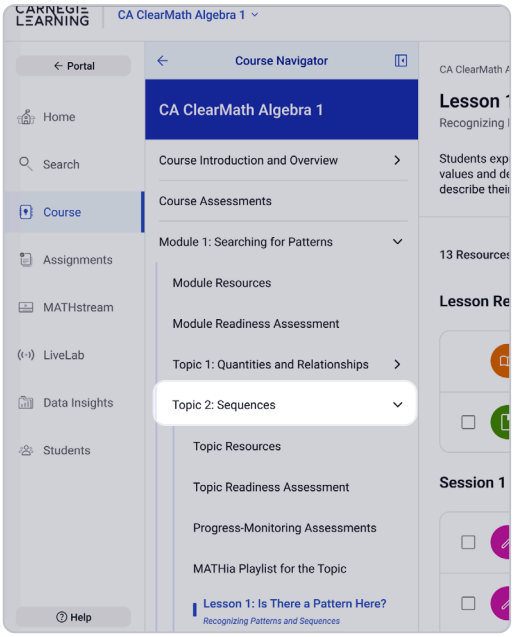
For this example, we will navigate to [M1, T2, L3]
Module 1> Topic 2 > Lesson 3 >
MATHia: Graphs of Sequences



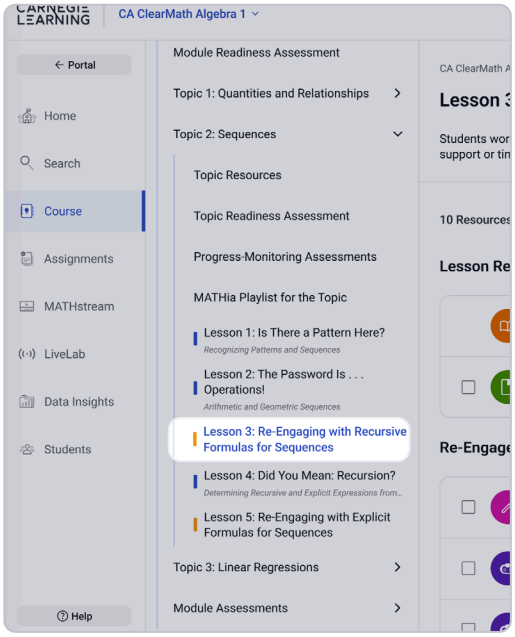
From the **Course Navigator** select **Module 1.**



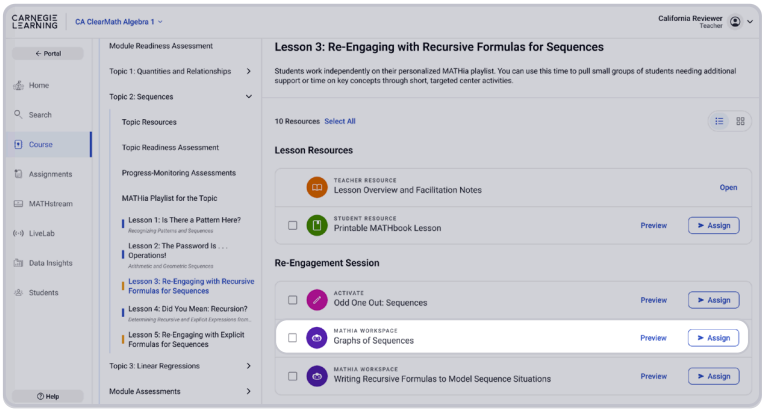
Select **Topic 2.**



Select **Lesson 3.**



Select **Preview** on **MATHia: Graphs of Sequences.**



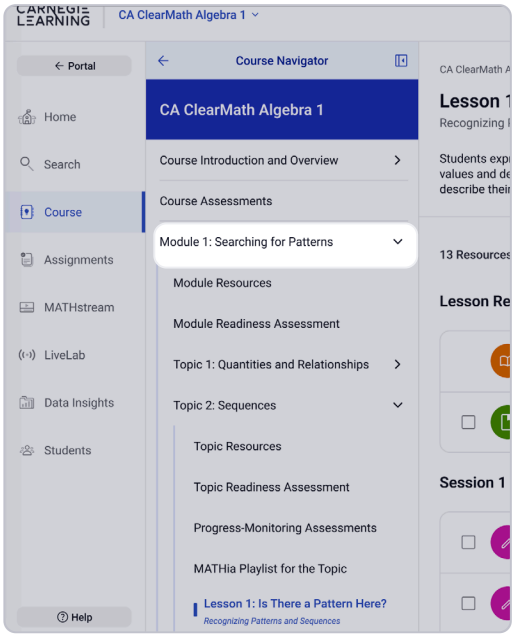
Sample Citation #3

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.5	At each grade level, instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) necessary to prepare all students for success in higher mathematics instruction.	**Overview of Comprehensive Assessment Practices Across the Year** Instructional materials provide a full range of assessment types to support student readiness and long-term success in mathematics. For a summary of the program's assessment system, refer to the *Comprehensive Assessment and Data-Driven Instruction* section of the *Algebra I Teacher's Implementation Guide Overview*. The Assessment Suite – TIG p. TIGO 90; Assessment of, for, as Learning – TIG p. TIGO 91; Course-Level and Module-Level Assessment – TIG p. TIGO 92; Topic-Level Assessments – TIG p. TIGO 93; Lesson-Level Assessments – TIG pp. TIGO 94–95 **Year-Long Diagnostic Assessment Components** Beginning-of-Year Assessment – *Available in the Clear Learning Center*			Topic Performance Task – *Available in the Clear Learning Center* **Navigate to Algebra I >** Module 1 > Topic 2 > End-of-Topic Assessments > **Printable Topic Performance Task**

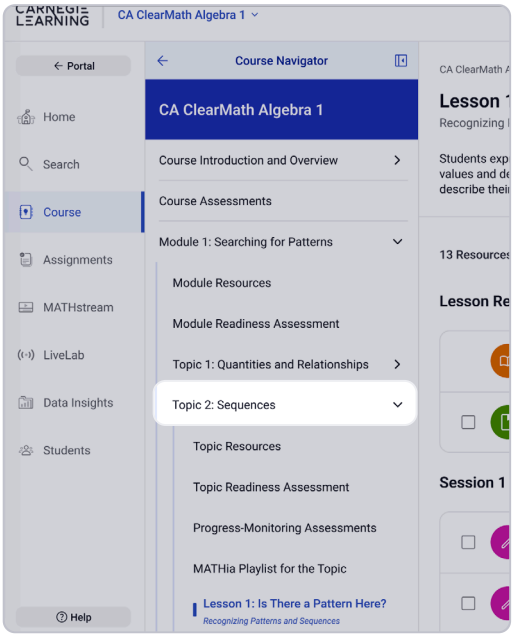
Algebra I Clear Learning Center: Performance Task Citation on Evaluation Criteria Map

For this example, we will navigate to
Module 1 > Topic 2 > End-of-Topic Assessments > Printable Topic Performance Task

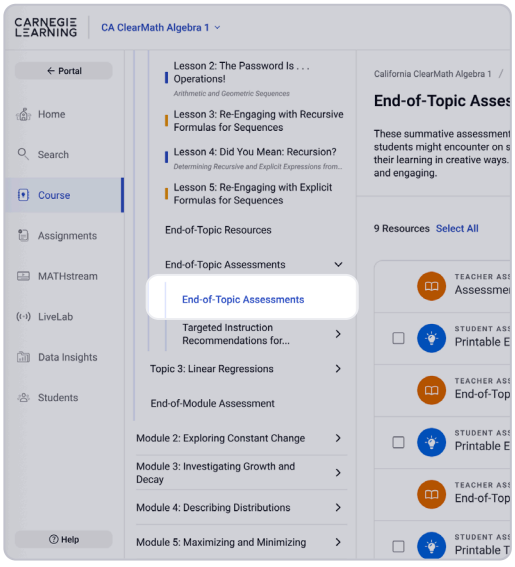
From the **Course Navigator** select **Module 1.**



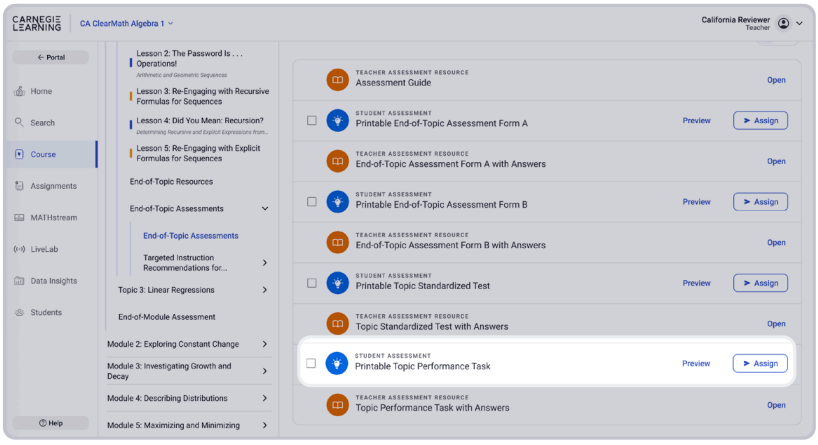
Select **Topic 2.**



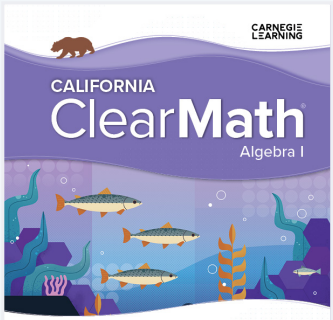
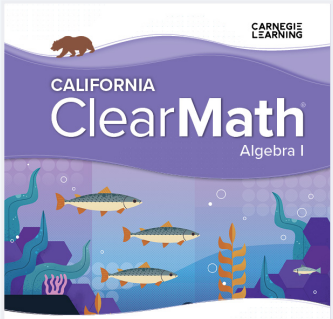
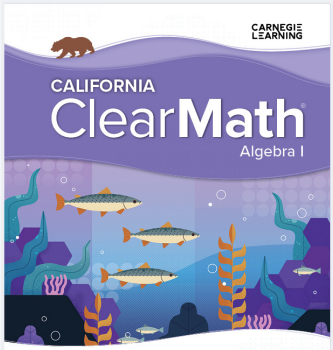
Select **End-of-Topic Assessments** within the **End-of-Topic** section.



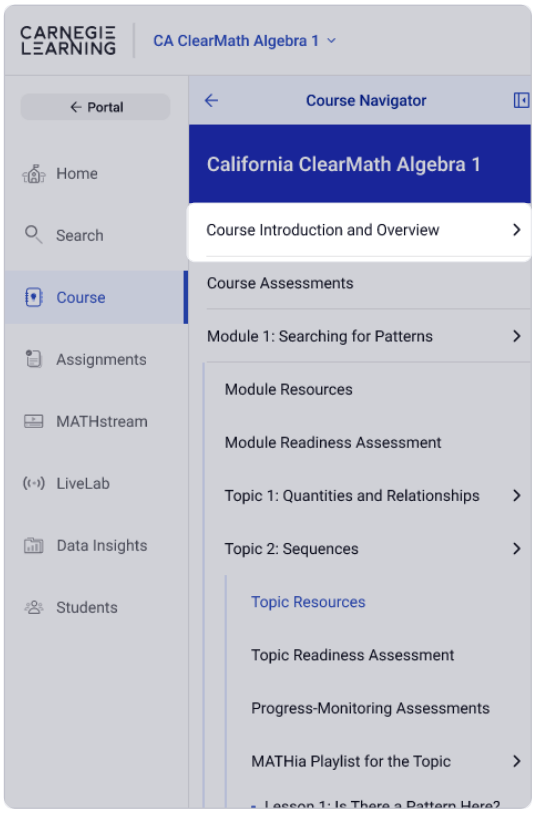
Click **Preview** on the **Printable Topic Performance Task.**



Additional Key Resources on the CLC

Key Resource	Example Citation
 **Mathematical Progressions and Connections**	Course-Level Coherence Maps, Standards Overviews, and Progressions – *Available in the Clear Learning Center* **Navigate to Algebra I** > Course Introduction and Overview > **Mathematical Progressions and Connections**
 **Multilingual Learner Support Handbook**	Language Goals and Multilingual Learner Supports – *Available in the Clear Learning Center* **Navigate to Algebra I** > Course Introduction and Overview > **Multilingual Learner Support Handbook**;
 **Assessment Guide**	Assessment Blueprints and Recommendations – *Available in the Clear Learning Center* **Navigate to Algebra I** > Course Introduction and Overview > **Assessment Guide**

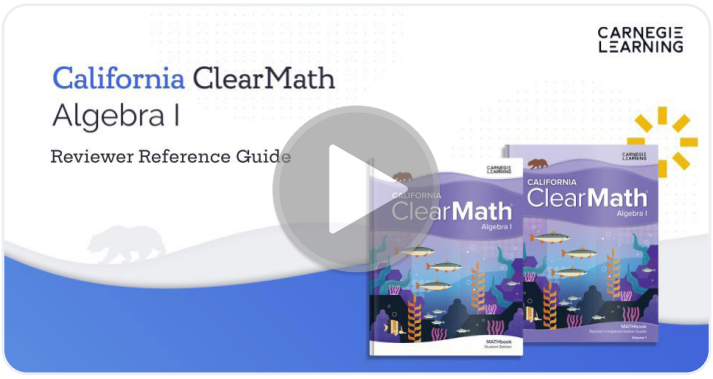
Where to Find on the CLC



These resources can also be found at the topic level within a module.

Reviewer Reference Guide Video

To view the Reviewer Reference Guide Video, paste the link below into your browser.
It includes citation examples and tips for reviewing course content and navigating our materials.



Reviewer Reference Guide Video (Algebra I)
https://vimeo.com/1080865689/a582c7f8f6

Thank You

We are grateful for your time and thoughtful consideration of our programs.
It is our mission to ensure that all students in California receive high-quality,
standards-aligned mathematics instruction that builds deep understanding and confidence.