Text book name:

Publisher:	Course:
Reviewed by:	Date:

High School Math Materials Adoption 2009 **Initial** Screening Form

Key to ranking: 3 = Most of the time 2 = Some of the time 1 = Hardly Ever 0 = Not There

	3	2	1	0
Conceptual Understanding • bridge from informal to formal - Cycle of exploration, discussion, formalize • real world applications • provides examples of reliable/efficient/accessible processes for struggling learners • meaningful, group worthy hands on activities and explorations • promotes math talk – structures to help students talk together about math (TE)				
Strategic Competence • Allows for many opportunities to solve problems, both informally and formally • Students share and see multiple strategies for problem solving and discuss – teacher prompts for conversations (TE) • promotes metacognitive competencies - opportunities for students to reflect on their thinking				
Adaptive Reasoning • Teaches higher level cognitive skills but still supports basics • Contains problems that are at higher levels of Bloom's taxonomy - asks students to reflect, explain and justify				
Procedural Fluency • interwoven and spiraling skills practice o that builds in difficulty o spiraling is clear and appropriate for students (cues, guidance) • opportunities to use various methods • sufficient practice • varying question presentations so students see multiple representations of concepts				
Productive Disposition • real world connections o application problems • Textbook layout o summary of big ideas - tied to chapter preview and/or review o glossary/index/table of contents o organization of chapters makes sense o suggestions for pacing • Student efficacy o readability of text o complete examples worked out o enough problems to build confidence • Technology to support and motivate students				
Assessment • Formative Assessment • Summative Assessment				
Equity • Differentiation Resources for o Struggling students o English Language Learners o Learners needing enrichment • Cultural Diversity				
Technology to support: • Appropriate use of technology • Appropriate non-use of technology notes:				
TOTAL				

I feel this program is worth considering Yes No

Comments:

Text book name:

Publisher:	Course:
Reviewed by:	Date:

High School Math Materials Adoption 2009 **In-depth** Screening Form

Key to ranking: 3 = Most of the time 2 = Some of the time 1 = Hardly Ever 0 = Not There

	3	2	1	0
Conceptual Understanding • concept fluidity (logical sequence – order of chapters makes sense) • variety (diff types) of problems, discuss with classmates				
Strategic Competence • embrace multiple ways of thinking • simple to complex for manageability and diversity • allow time to struggle (TE – prompts for time and scaffolding, but not warn away)				
Adaptive Reasoning • facilitates different levels of inquiry • multiple strategies for solving problems (TE scaffolds) • make problem solving visible (show/explain) • student self reflection • making and testing conjectures • justify the use of one mathematical tool/method over another				
Procedural Fluency • basic skills practice does not stand alone but appears in daily work • difficulty builds over different time frames. (daily, by unit, over the year..) • use varying question styles and formats				
Productive Disposition • real world connections o relevant to students o historical notes/examples o gives student a mathematical context for what they are learning • Student efficacy o problems build easy to hard within a lesson • Self assessment o review problems o additional practice o available answers o online resources • text online • Pacing suggestions flexible and relevant • Additional web help?				
Assessment • Comprehensive – end of unit, semester and book • Multiple choice • Open ended • User friendly • Rich bank • Options for projects • Different levels of Blooms represented				
Equity • Depth of Differentiation resources for o Struggling students o English Language Learners o Learners needing enrichment • Cultural Competence - Examples from multiple cultures				
Technology to support: • Appropriate use of technology • Appropriate non-use of technology notes:				
TOTAL				

I feel this book is worth considering: Yes No

Comments: