



AAAS Project 2061 Algebra Textbooks Evaluation

TEXTBOOKS WITH LITTLE POTENTIAL FOR HELPING STUDENTS LEARN ALGEBRA

Summary of Instructional Analysis Ratings for Algebra Textbooks	Textbook Series				
	Algebra 1: Explorations and Applications McDougal Littell, 1998	Algebra 1: Integration, Applications, Connections Glencoe/McGraw-Hill, 1998	Algebra: Tools for a Changing World Prentice Hall, 1998	CORD Algebra 1 South-Western Educational Publishing, 1998	Integrated Mathematics: A Modeling Approach Using Technology (SIMMS) Simon & Schuster Custom Publishing, 1996-1998
Instructional Categories					
I. IDENTIFYING A SENSE OF PURPOSE					
Conveying Unit Purpose	■	□	□	□	□
Conveying Lesson Purpose	■	■	■	■	■
Justifying Sequence of Activities	■	□	□	□	□
II. BUILDING ON STUDENT IDEAS ABOUT MATHEMATICS					
Specifying Prerequisite Knowledge	■	■	□	■	□
Alerting Teacher to Student Ideas	■	■	■	■	■
Assisting Teacher in Identifying Ideas	■	■	■	■	■
Addressing Misconceptions	■	■	■	■	■
III. ENGAGING STUDENTS IN MATHEMATICS					
Providing Variety of Contexts	□	□	□	□	□
Providing Firsthand Experiences	□	□	□	□	□
IV. DEVELOPING MATHEMATICAL IDEAS					
Justifying Importance of Standards Ideas	■	□	■	■	■
Introducing Terms and Procedures	□	□	□	□	□
Representing Ideas Accurately	□	□	□	□	□
Connecting Standards Ideas	■	■	■	■	■
Demonstrating/Modeling Procedures	□	□	□	□	■
Providing Practice	□	□	□	□	□
V. PROMOTING STUDENT THINKING ABOUT MATHEMATICS					
Encouraging Students to Explain Their Reasoning	■	■	■	■	■
Guiding Interpretation and Reasoning	■	□	□	■	□
Encouraging Students to Think about What They've Learned	■	■	■	■	■
VI. ASSESSING STUDENT PROGRESS IN MATHEMATICS					
Aligning Assessment	□	□	□	□	□
Assessing through Applications	□	■	■	■	□
Using Embedded Assessment	■	■	■	■	■

Poor: 0-1.4
 Fair: 1.5-1.9
 Satisfactory: 2-2.4
 Good: 2.5-2.9
 Excellent: 3