



AAAS Project 2061 Algebra Textbooks Evaluation

Summary of Instructional Analysis Ratings for the Functions Idea Set

Textbook Series

Instructional Categories

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	Concepts in Algebra Everyday Learning Corporation, 1999	Contemporary Mathematics in Context (CORE- Plus) Everyday Learning Corporation, 1998	CORD Algebra 1 South-Western Educational Publishing, 1998	Focus on Algebra Addison Wesley Longman, 1998	Integrated Mathematics: A Modeling Approach Using Technology (SIMMS) Simon & Schuster Custom Publishing, 1998-1998	Interactive Mathematics Program (IMP) Key Curriculum Press, 1997-1999	MATH Connections: A Secondary Math Core Curriculum It's About Time, Inc., 1998	Mathematics: Modeling Our World (COMAP/ARISE) South-Western Educational Publishing, 1998	UCSMP Algebra Scott, Foresman and Company, 1998
-----------------	--	---	--	---	---	---	---	---	---	---	---	---

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