



AAAS Project 2061 Algebra Textbooks Evaluation

Summary of Instructional Analysis Ratings for the Operations Idea Set

Textbook Series

Instructional Categories

<i>Algebra 1: Explorations and Applications</i> McDougal Littell, 1998	<i>Algebra 1: Integration, Applications, Connections</i> Glencoe/McGraw-Hill, 1998	<i>Algebra: Tools for a Changing World</i> Prentice Hall, 1998	<i>Concepts in Algebra</i> Everyday Learning Corporation, 1999	<i>Contemporary Mathematics in Context (CORE-Plus)</i> Everyday Learning Corporation, 1998	<i>CORD Algebra 1</i> South-Western Educational Publishing, 1998	<i>Focus on Algebra</i> Addison Wesley Longman, 1998	<i>Integrated Mathematics: A Modeling Approach Using Technology (SIMMS)</i> Simon & Schuster Custom Publishing, 1996-1998	<i>Interactive Mathematics Program (IMP)</i> Key Curriculum Press, 1997-1999	<i>MATH Connections: A Secondary Math Core Curriculum</i> It's About Time, Inc., 1998	<i>Mathematics: Modeling Our World (COMAP/ARISE)</i> South-Western Educational Publishing, 1998	<i>UCSMP Algebra</i> Scott, Foresman and Company, 1998
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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