



AAAS Project 2061 Algebra Textbooks Evaluation

Summary of Instructional Analysis Ratings for the Variables Idea Set

Textbook Series

Instructional Categories

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, 1998-1999

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