TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 6

Textbook/Series: _____

Edition: _____   **Copyright:** _____   **Publisher:** _____

Reviewed by: _____

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STANDARDS FOR MATHEMATICAL PRACTICE – MATHEMATICS – GRADE K-12 – OVERALL

Textbook/Series: _____

Edition: _____   Copyright: _____   Publisher: _____

OVERALL RATING:	Weak (1-2) Moderate (2-3) Strong (3-4)	**Comments:**
1. Make sense of problems and preserve in solving them. **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	2. Reason abstractly and quantitatively. **Summary/Justification/Evidence** Weak (1-2) Moderate (2-3) Strong (3-4)
3. Construct viable arguments and critique the reasoning of others. **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	4. Model with mathematics. **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)
5. Use appropriate tools strategically. **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	6. Attend to precision. **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)
7. Look for and make use of structure. **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	8. Look for and express regularity in repeated reasoning. **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)

Weak: This is the lowest rating a book can receive. In general, a book that was rated as "weak" scored mostly 1s and 2s on a 4-point scale.

Moderate: This is the middle rating a book can receive. In general, a book that was rated as "moderate" scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE GRADES K-12

Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

| 1.   Make sense of problems and persevere in solving them. |
| --- |

These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. These students consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to obtain the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solve complex problems and identify correspondences between different approaches.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

$$\xleftarrow{\qquad} \underset{1}{|} \quad \underset{2}{|} \quad \underset{3}{|} \quad \underset{4}{|} \xrightarrow{\qquad}$$
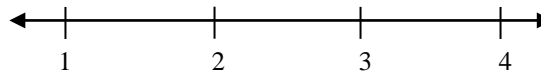
**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

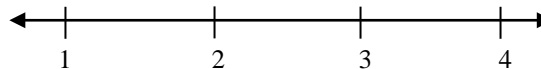| |
|---|
| **2.   Reason abstractly and quantitatively.** |

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. The second is the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

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<---+-------+-------+-------+--->
    1       2       3       4
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TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE GRADES K-12

Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

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3. Construct viable arguments and critique the reasoning of others.


These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. These students justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed; and, if there is a flaw in an argument, explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until the middle or upper grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
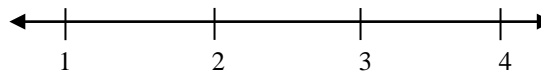
**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

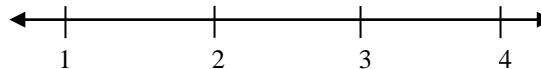
4.   Model with mathematics.

These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, students might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas and can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), sections, and/or page(s) reviewed.   **Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):**

Summary/Justification/Evidence   **Overall Rating**

$$\longleftarrow \overset{\displaystyle |}{1} \quad \overset{\displaystyle |}{2} \quad \overset{\displaystyle |}{3} \quad \overset{\displaystyle |}{4} \longrightarrow$$

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

5. Use appropriate tools strategically.

Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a Web site, and use these to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
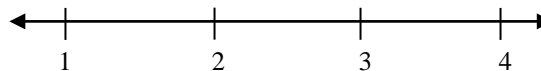
**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

6. Attend to precision.

These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

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         1        2        3        4
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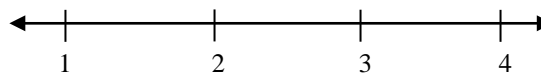
Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

| 7. **Look for and make use of structure.** |
| --- |

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. These students also can pause and reflect for an overview and shift perspective. They can observe the complexities of mathematics, such as some algebraic expressions as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1　　2　　3　　4
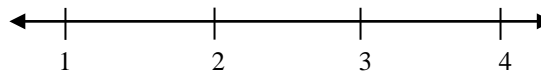
Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

| 8.	**Look for and express regularity in repeated reasoning.**

They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As students work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details and continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), sections, and/or page(s) reviewed.   **Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):**

Summary/Justification/Evidence   **Overall Rating**

1   2   3   4
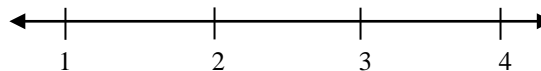
TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
MATHEMATICAL STANDARDS & OTHER CRITERIA – GRADE 6

Textbook/Series: _____

Edition: _____   Copyright: _____   Publisher: _____

OVERALL RATING:	Weak (1-2) Moderate (2-3) Strong (3-4)	Important Mathematical Ideas: **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)
Skills and Procedures: **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	Mathematical Relationships: **Summary/Justification/Evidence** Weak (1-2) Moderate (2-3) Strong (3-4)
Content: **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	Instruction: **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)
Assessment: **Summary/Justification/Evidence:**	Weak (1-2) Moderate (2-3) Strong (3-4)	Technology: **Summary/Justification/Evidence:** Weak (1-2) Moderate (2-3) Strong (3-4)

Weak: This is the lowest rating a book can receive. In general, a book that was rated as "weak" scored mostly 1s and 2s on a 4-point scale.

Moderate: This is the middle rating a book can receive. In general, a book that was rated as "moderate" scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.

Proportional Reasoning

Develop an understanding of ratio concepts and use reasoning about ratios to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1. Use appropriate notations [*a/b, a to b, a:b*] to represent a proportional relationship between quantities and use ratio language to describe the relationship between quantities. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Proportional Reasoning

Develop an understanding of ratio concepts and use reasoning about ratios to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2. Use unit rates to represent and describe ratio relationships.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Proportional Reasoning

Develop an understanding of ratio concepts and use reasoning about ratios to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
3. Use ratio and rate reasoning to solve mathematical and real-world problems (including but not limited to percent, measurement conversion, and equivalent ratios) using a variety of models, including tables of equivalent ratios, tape diagrams, double number lines, and equations. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Number Systems and Operations

Use prior knowledge of multiplication and division to divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
4. Interpret and compute quotients of fractions using visual models and equations to represent problems. a. Use quotients of fractions to analyze and solve problems.	Important Mathematical Ideas	1 2 3 4		
	Skills and Procedures	1 2 3 4		
	Mathematical Relationships	1 2 3 4		
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence**			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Number Systems and Operations

Compute multi-digit numbers fluently and determine common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5. Fluently divide multi-digit whole numbers using a standard algorithm to solve real-world and mathematical problems. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Number Systems and Operations

Compute multi-digit numbers fluently and determine common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
6. Add, subtract, multiply, and divide decimals using a standard algorithm.	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence**			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Number Systems and Operations

Compute multi-digit numbers fluently and determine common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7. Use the distributive property to express the sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Number Systems and Operations

Compute multi-digit numbers fluently and determine common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
8. Find the greatest common factor (GCF) and least common multiple (LCM) of two or more whole numbers. a. Use factors and multiples to determine prime factorization. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas	1 2 3 4		
	Skills and Procedures	1 2 3 4		
	Mathematical Relationships	1 2 3 4		
	Summary/Justification/Evidence			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Number Systems and Operations

Apply knowledge of the number system to represent and use rational numbers in a variety of forms.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
9. Use signed numbers to describe quantities that have opposite directions or values and to represent quantities in real- world contexts. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Number Systems and Operations

Apply knowledge of the number system to represent and use rational numbers in a variety of forms.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

10. Locate integers and other rational numbers on a horizontal or vertical line diagram.
   a. Define *opposites* as numbers located on opposite sides of 0 and the same distance from 0 on a number line.
   b. Use rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence			

Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**			
	Overall Rating 1 2 3 4			

Number Systems and Operations

Apply knowledge of the number system to represent and use rational numbers in a variety of forms.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

11. Find the position of pairs of integers and other rational numbers on the coordinate plane.
   a. Identify quadrant locations of ordered pairs on the coordinate plane based on the signs of the *x* and *y* coordinates.
   b. Identify (*a,b*) and (*a,-b*) as reflections across the *x*-axis.
   c. Identify (*a,b*) and (*-a,b*) as reflections across the *y*-axis.
   d. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including finding distances between points with the same first or second coordinate.
 	
Indicate the chapter(s), sections, and/or page(s) reviewed.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Number Systems and Operations

Apply knowledge of the number system to represent and use rational numbers in a variety of forms.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
12. Explain the meaning of absolute value and determine the absolute value of rational numbers in real-world contexts. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Skills and Procedures $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Mathematical Relationships $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating $\qquad$ 1 $\qquad$ 2 $\qquad$ 3 $\qquad$ 4

Number Systems and Operations

Apply knowledge of the number system to represent and use rational numbers in a variety of forms.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
13. Compare and order rational numbers and absolute value of rational numbers with and without a number line in order to solve real-world and mathematical problems. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary/Justification/Evidence			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Algebra and Functions

Apply knowledge of arithmetic to read, write, and evaluate algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
14. Write, evaluate, and compare expressions involving whole number exponents.	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary/Justification/Evidence			
Indicate the chapter(s), sections, and/or page(s) reviewed.				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Algebra and Functions

Apply knowledge of arithmetic to read, write, and evaluate algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

15. Write, read, and evaluate expressions in which letters represent numbers in real-world contexts.
  a. Interpret a variable as an unknown value for any number in a specified set, depending on the context.
  b. Write expressions to represent verbal statements and real-world scenarios.
  c. Identify parts of an expression using mathematical terms such as *sum, term, product, factor, quotient,* and *coefficient.*
  d. Evaluate expressions (which may include absolute value and whole number exponents) with respect to order of operations.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence

Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Algebra and Functions

Apply knowledge of arithmetic to read, write, and evaluate algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
16. Generate equivalent algebraic expressions using the properties of operations, including inverse, identity, commutative, associative, and distributive. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Algebra and Functions

Apply knowledge of arithmetic to read, write, and evaluate algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
17. Determine whether two expressions are equivalent and justify the reasoning. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary/Justification/Evidence			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Algebra and Functions

Use equations and inequalities to represent and solve real-world or mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
18. Determine whether a value is a solution to an equation or inequality by using substitution to conclude whether a given value makes the equation or inequality true. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary/Justification/Evidence				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating 1 2 3 4				

Algebra and Functions

Use equations and inequalities to represent and solve real-world or mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
19. Write and solve an equation in the form of $x+p=q$ or $px=q$ for cases in which p, q, and x are all non-negative rational numbers to solve real-world and mathematical problems. a. Interpret the solution of an equation in the context of the problem. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Algebra and Functions

Use equations and inequalities to represent and solve real-world or mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

20. Write and solve inequalities in the form of $x>c$, $x<c$, $x\geq c$, or $x \leq c$ to represent a constraint or condition in a real- world or mathematical problem.
 	
  a. Interpret the solution of an inequality in the context of a problem.
 	
  b. Represent the solutions of inequalities on a number line and explain that the solution set may contain infinitely many solutions.
 	
Indicate the chapter(s), sections, and/or page(s) reviewed.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence			

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Algebra and Functions

Identify and analyze relationships between independent and dependent variables.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
21. Identify, represent, and analyze two quantities that change in relationship to one another in real-world or mathematical situations. a. Use tables, graphs, and equations to represent the relationship between independent and dependent variables. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Data Analysis, Statistics, and Probability

Use real-world and mathematical problems to analyze data and demonstrate an understanding of statistical variability and measures of center.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
22. Write examples and non-examples of statistical questions, explaining that a statistical question anticipates variability in the data related to the question. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary/Justification/Evidence			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating			
		1	2	3	4

Data Analysis, Statistics, and Probability

Use real-world and mathematical problems to analyze data and demonstrate an understanding of statistical variability and measures of center.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

23. Calculate, interpret, and compare measures of center (mean, median, mode) and variability (range and interquartile range) in real-world data sets.
  a. Determine which measure of center best represents a real-world data set.
  b. Interpret the measures of center and variability in the context of a problem.
 	
Indicate the chapter(s), sections, and/or page(s) reviewed.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence			

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Data Analysis, Statistics, and Probability

Use real-world and mathematical problems to analyze data and demonstrate an understanding of statistical variability and measures of center.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

24. Represent numerical data graphically, using dot plots, line plots, histograms, stem and leaf plots, and box plots.
  a. Analyze the graphical representation of data by describing the center, spread, shape (including approximately symmetric or skewed), and unusual features (including gaps, peaks, clusters, and extreme values).
  b. Use graphical representations of real-world data to describe the context from which they were collected.
 	
Indicate the chapter(s), sections, and/or page(s) reviewed.
	Important Mathematical Ideas 1 2 3 4
	
	Skills and Procedures 1 2 3 4
	
	Mathematical Relationships 1 2 3 4
	
	Summary/Justification/Evidence			

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Geometry and Measurement

Graph polygons in the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
25. Graph polygons in the coordinate plane given coordinates of the vertices to solve real-world and mathematical problems. a. Determine missing vertices of a rectangle with the same *x*-coordinate or the same *y*-coordinate when graphed in the coordinate plane. b. Use coordinates to find the length of a side between points having the same *x*-coordinate or the same *y*-coordinate. c. Calculate perimeter and area of a polygon graphed in the coordinate plane (limiting to polygons in which consecutive vertices have the same *x*-coordinate or the same *y*-coordinate). **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Geometry and Measurement

Solve real-world and mathematical problems to determine area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
26. Calculate the area of triangles, special quadrilaterals, and other polygons by composing and decomposing them into known shapes. a. Apply the techniques of composing and decomposing polygons to find area in the context of solving real-world and mathematical problems. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Geometry and Measurement

Solve real-world and mathematical problems to determine area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
27. Determine the surface area of three-dimensional figures by representing them with nets composed of rectangles and triangles to solve real-world and mathematical problems.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Geometry and Measurement

Solve real-world and mathematical problems to determine area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
28. Apply previous understanding of volume of right rectangular prisms to those with fractional edge lengths to solve real-world and mathematical problems. a. Use models (cubes or drawings) and the volume formulas ($V = lwh$ and $V = Bh$) to find and compare volumes of right rectangular prisms. **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITIERIA AND INDICATORS

Documenting Alignment to
Additional Criteria and Indicators

Content

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.				
1. Content is designed for students of varied abilities and understanding.	**Overall Rating**	1	2	3	4
2. Content is free of bias and/or controversial information.	**Overall Rating**	1	2	3	4
3. Content includes strategies for vocabulary instruction and graphic organizers.	**Overall Rating**	1	2	3	4
4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.	**Overall Rating**	1	2	3	4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**				

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITIERIA AND INDICATORS

Documenting Alignment to
Additional Criteria and Indicators

Technology

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.				
1. Technology support and suggestions for appropriate use of multimedia resources are provided.	**Overall Rating**	1	2	3	4
2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.	**Overall Rating**	1	2	3	4
3. Textbook and supplemental Contents are available online and/or on CD-ROM.	**Overall Rating**	1	2	3	4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**				

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITIERIA AND INDICATORS

Documenting Alignment to
Additional Criteria and Indicators

Assessment

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.				
1. Some assessments are designed to measure student understanding above the knowledge level.	**Overall Rating**	1	2	3	4
2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction.	**Overall Rating**	1	2	3	4
3. Rubrics are provided for grading some assignments.	**Overall Rating**	1	2	3	4
4. Some opportunities are provided for students to check their own understanding.	**Overall Rating**	1	2	3	4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**				

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITIERIA AND INDICATORS

Documenting Alignment to
Additional Criteria and Indicators

Assessment (Continued)

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.				
5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.	**Overall Rating**	1	2	3	4
6. Multiple means of assessments are used, informal as well as formal.	**Overall Rating**	1	2	3	4
7. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.	**Overall Rating**	1	2	3	4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**				

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITIERIA AND INDICATORS

Documenting Alignment to
Additional Criteria and Indicators

Instruction

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.			
1. Teacher guide provides suggestions for how to demonstrate/model skills or use of knowledge.	**Overall Rating** 1	2	3	4
2. Teacher guide offers alternative instructional strategies for advanced learners, struggling learners, ELL and Sp. Ed.	**Overall Rating** 1	2	3	4
3. Teacher guide suggests multiple opportunities for students to demonstrate understanding.	**Overall Rating** 1	2	3	4
4. Teacher guide provides opportunities for guided practice and scaffolded support.	**Overall Rating** 1	2	3	4
5. Teacher guide includes suggestions to diagnose student errors, explanations of how these errors may be corrected, and how to further develop student ideas.	**Overall Rating** 1	2	3	4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**			