Math Textbook Reviews:

Section 1, June 2014

Publisher: McGraw Hill

Textbook Title: Elementary Statistics
Grade band: High school advanced math

Focus Metrics	
A) In any single course, 100% of the content standards are present in the materials for that course.	Yes
B) Topics from earlier courses are used to support course-level work. Content from prior courses is clearly indicated as such.	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes: S-ID-2 (parallel box plots are mentioned as an extension but box plots are clearly the focus, not parallel box plots. Box plots are a prerequisite by standard), S-ID-6 (can't find any transformations, discussions of them, etc), S-ID-7, S-MD-10 (can't find a mean or standard deviation of a linear transformation of either) B. We chose to say "yes" to 5. B., because although the previous learning is not identified as such, it is required for the understanding of Statistics standards.	

Rigor Metrics	
A) High quality problems and questions designed to invite exploration and support conceptual understanding and are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations.	Yes
B) Materials support the development of fluency, including opportunities to practice algebraic manipulation and computation, appropriately apply tools, and use technology. Sometimes problems are purely procedural, none are based on non-mathematical tricks or mnemonics.	Yes
C) Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation for modeling. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations using knowledge and skills articulated in the standards prior to or during the current course.	Yes
Does this textbook meet the requirements for rigor?	Yes
Justification/Notes:	

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers:

SECTION 2

	Number rating	Comments
6a Materials connect the math practices to the content standards in meaningful and intentional ways. The development of the practices is well-grounded n content and not in isolation.	2	
6b Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Problems and activities present opportunities for students to make use of an exhibit the practices as they work on content.	0	There is no mention of the MP.
6c Particular attention is given to: MP3 - Construct viable arguments and critique the reasoning of others: Students are encouraged to create and test mathematical arguments, make generalizations and provide justifications, particularly in standards that explicitly call for it, in a manner of reasoning appropriate to the course.	1	There are many opportunities to construct viable arguments, but there are not opportunities to critique the reasoning of others.
6d Particular attention is given to: MP4 - Model with mathematics: Students should be given opportunities to apply mathematics learned in novel situations, with an appropriate tradeoff between the complexity and novelty of the problem and the newness of the content they are asked to use. Modeling problems should draw heavily from major work of the grade level or securely-held content, integrated across multiple domains/clusters where appropriate. Standards	2	

with explicit expectations for modeling are indicated with a star (*).		
7a Connections are made within a course between clusters and domains, where these connections are appropriate and natural.	2	
7b Materials are vertically coherent with previous courses and these connections are made clear in the materials. Materials include attention to the development of the math practices appropriate to the level of the course.	2	
8a Materials support teachers in ways such as the following: planning(including ideas for pacing), introducing lessons, assessment types, vocabulary.	1	There is mention of online resources, but I only saw the student solutions manual.
8b Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.	2	
8c. Materials include supports for all learners, e.g., EL, students who are below grade level, advanced students.	0	