

**MATHEMATICS EDUCATION, GRADES 9-12**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ NO. \_\_\_\_\_

PUBLISHER/COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_

EVALUATOR \_\_\_\_\_ REGION \_\_\_\_\_ DATE \_\_\_\_\_

*Textbooks may be non-consumable, hardbound books or softbound books in classroom kits.*

**Indicate Appropriate Course:**

- |                                     |                                |                                |
|-------------------------------------|--------------------------------|--------------------------------|
| AP Statistics _____                 | Algebra 1 _____                | Algebra 2 _____                |
| AP Calculus _____                   | Geometry _____                 | Introductory Mathematics _____ |
| Technical Mathematics 1 _____       | Technical Mathematics 2 _____  | Discrete Mathematics _____     |
| Integrated Mathematics 1 _____      | Integrated Mathematics 2 _____ | Integrated Mathematics 3 _____ |
| Integrated Mathematics 4 _____      | Pre-Calculus _____             |                                |
| Advanced Functions & Modeling _____ |                                |                                |

**Materials for Students with Special Needs:** ( ) Not Adapted ( ) General Education ( ) Adapted

**PART I Compatibility with the North Carolina Curriculum for Mathematics Education in the North Carolina Standard Course of Study (NCSCOS). If two or more items are marked "not acceptable" in Part I, do not complete Parts II, III, and IV.**

	<i>Accept</i>	<i>Not Accept</i>
A. Materials are comprehensible, interesting, motivating, sequenced logically to build understanding and consistent with the majority of the instructional objectives for the course/grade.		
B. Materials provide a sufficient number of problems, experiences, practice exercises and authentic tasks in a variety of contexts that integrate multiple thinking skills and support the ideas put forth in the instructional levels for which they are offered.		
C. Materials explicitly draw attention to appropriate connections among the objectives in the NCSCOS.		
D. Mathematical ideas are modeled and represented in a variety of ways including numerically, verbally, symbolically, and graphically.		

**Documentation for Part I:** *(Use extra sheets if necessary.)*

**PART II Specific Criteria: Teaching and Learning**

	<i>Accept</i>	<i>Not Accept</i>
A. Materials ask students to communicate mathematics by explaining, conjecturing, and defending their ideas orally and in writing. Students, as active learners, are asked to engage in mathematical discourse with peers and teachers as they clarify and justify their ideas orally and in writing.		
B. Materials alert teachers to commonly held student ideas that are either troublesome or helpful.		
C. Materials help teachers create a classroom environment that welcomes student curiosity, exploration and investigation, rewards creativity; encourages a spirit of healthy questioning; and avoids rigidity.		
D. Materials help teachers create a classroom that encourages high expectations for all students, enables all students to experience success, and provides all students the opportunity for meaningful participation.		
E. Instructional materials provide tasks, lessons and suggestions on the structure and pace of instructional time to assist teachers in facilitating learning by all students.		

**Documentation for Part II – Specific Criteria: Teaching and Learning** *(Use extra sheets if necessary.)*

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**PART III General Criteria: Assessment**

	<i>Accept</i>	<i>Not Accept</i>
A. Materials include specific questions or tasks to assist the teacher in identifying the ideas students have before they begin new material.		
B. Materials provide teachers with questions or tasks to understand students' thinking and level of understanding.		
C. Materials include assessment tasks that require application of NCSCOS ideas, concepts, and skills that are familiar, as well as tasks that are novel or non-routine.		
D. Materials include assessments that can be used as diagnostic or formative instruments that help determine learners' needs, rather than merely as instruments for grading students at the end of a unit or chapter.		
E. Materials, to be used formally and informally, provide a variety of assessment activities that allow students to apply conceptual and procedural understanding in novel situations and measure students' knowledge, thinking, and application of mathematics.		
F. Assessment includes the use of tools such as manipulatives, calculators, and computers.		

**Documentation for Part III – General Criteria: Assessment** *(Use extra sheets, if necessary.)*

**Part IV Other:**

	<i>Accept</i>	<i>Not Accept</i>
A. Materials are written in language that is precise and mathematically accurate. The program is appropriate for all students, providing for differences in maturation, mathematical ability, learning styles and use of language.		
B. The program requires the use of inductive and deductive reasoning using questioning, explanation and justification.		
C. Text is durable, attractive and printed on high quality paper; format, layout and print are appropriate for designated student level.		
D. Calculators, computers and other technology are incorporated into the program as tools for student use. The program emphasizes the use of manipulatives and technology to explore mathematical ideas, model mathematical situations, analyze data, calculate numerical results and solve problems.		
E. Ancillary materials, which may include computer software, audio-visual materials and electronic enhancements of selected text, and problem sets, which support and supplement classroom instruction, are available.		

**Documentation for Part IV – Other** *(Use extra sheets, if necessary.)*

**Part V Technology Components** *(If applicable.)*

<b>A. MEDIA CONTENT</b>	<i>Accept</i>	<i>Not Accept</i>
1. Information is accurate and well correlated to other text materials in this title.		
2. Format is user-friendly.		
3. Program is well paced and/or allows for flexible teacher use.		
4. Materials provide in-depth coverage and substantial instructional support to other components in this title.		
5. Program provides for differentiation of learning.		
<b>B. DOCUMENTATION</b>		
1. Guide is sturdily constructed.		
2. Guide is well organized and user-friendly.		
3. Information is detailed with clear and complete instructions.		
4. Graphics are easy to follow.		
5. Resources for help/customer service are provided.		

**PART VI Overall Analysis: (For Textbook Commission Use Only)**

This textbook/program is **acceptable** \_\_\_\_\_. Text is **soft bound** \_\_\_\_\_. This textbook/program is **not acceptable** \_\_\_\_\_.

**Documentation for Part VI: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, IV or V.** *(Use extra sheets if necessary.)*