

## Section 2 Response from Publisher

### Alignment Metrics:

- A. Every *Activity* in the program has a Math Practice called out in the side column that relates to the activities. Teachers can use these questions for discussion in class, and tie it into the content of the activity.

Also, in *Laurie's Notes*, Laurie has offered her suggestions for teachers while teaching every *Activity* and *Lesson*. The Math Practices that can be applied to Laurie's suggestions are called out in bold letters. *Laurie's Notes* are organized to follow along with the book, so the development of the Math Practices is definitely embedded in content and not in isolation.

**Publisher: Big Ideas Math**

**Title of Textbook(s): A Common Core Curriculum**

**Grade Levels: 6-8**

## Section 2 Response from Publisher

### Alignment Metrics:

- C. A focus on Mathematical Practice 3 is seen throughout the book. For some sample references, please see:

Chapter 1, pages 2-9

Chapter 2, pages 78-83

Chapter 3, pages 104-109

Chapter 5, pages 202-207

Chapter 6, pages 260-265, 276-281

Chapter 7, pages 356-361

Chapter 8, pages 410-415, 424-431

Chapter 11, pages 550-557, 568-573

Chapter 12, pages 652-657

Mathematical Practice 3 is also the question in the side column in several of the activities, including:

Activity 1.1, Activity 2.6, Activity 3.1, Activity 5.1, Activity 6.1, Activity 7.5, Activity 8.2,

Activity 8.4, Activity 11.2, Activity 11.4, and Activity 12.7

- D. A focus on Mathematical Practice 4 is seen throughout the book. For some sample references, please see:

Chapter 4, pages 176-181

Chapter 5, pages 210-215, 216-221, 236-241

Chapter 6, pages 300-305

Chapter 7, pages 340-347, 362-367

Chapter 8, pages 434-441

Chapter 10, pages 502-507

Chapter 11, pages 580-587

Chapter 12, pages 612-617, 658-663

Mathematical Practice 4 is also the question in the side column in several of the activities, including:

Activity 4.4, Activity 5.2, Activity 5.3, Activity 5.5, Activity 6.6, Activity 7.3, Activity 7.6,

Activity 10.1, Activity 11.6, Activity 12.2, Activity 12.8

**Publisher: Big Ideas Math**

**Title of Textbook(s): A Common Core Curriculum**

**Grade Levels: Algebra 1**

## Section 2 Response from Publisher

In developing the approach *GO Math!* would take regarding the Mathematical Practices (MP) as outlined in the Common Core and the TN Textbook Screening Instrument, HMH used as a guiding principle the tenet that “development of the practices” be “well-grounded in content and not in isolation” (quoted from the TN Textbook Screening Instrument). Therefore, *GO Math!* has integrated the Mathematical Practices everywhere possible and whenever appropriate, using them in the context of the math in a lesson. In both instruction and in the guided and independent exercise sets, *GO Math!* has consistently made use of all eight Mathematical Practices.

GO Math! uses a “Mathematical Practice” label to identify key Mathematical Practices used within that lesson. These labels appear in the Student Edition and Teacher Edition and each label identifies the specific practice. However, many MPs applied in a lesson are not labeled. To label every instance of a practice in use would (1) potentially dilute the importance and impact of the practices, (2) have the effect of being overwhelming and distracting to students, and (3) be counter to the spirit and intent of the MPs in Common Core.

To aid students and teachers, *GO Math!* does assign a “Mathematical Practice” label in those instances in which the practice is playing a key role in the development of concept/skill understanding and mastery. In the Student Edition, each Math Talk question is labeled with the appropriate mathematical practice. In many ways, the intent and nature of these Math Talk questions is to apply a mathematical practice, hence the consistent labeling. Additionally, in the Student Edition, selected exercises also have an MP identified when the practice is a key aspect to the exercise. But, many, if not most, of the other items in the exercises use one or more MP

In the Teacher Edition, many of the MPs used in instruction and in the exercises are clearly identified in the Lesson-at-a-Glance section at the beginning of each lesson. As with the labeling in the Student Edition, the intent was to highlight the incorporation of certain critical MPs. Furthermore, where appropriate in the lesson wrap/margin information, questions and teaching strategies are used to integrate mathematical practices within the context of the lesson instruction or exercise set.

The review of *GO Math!* for grades K through 2 noted a concern over what appeared to be a limited use of Mathematical Practice 3 (MP3). As noted above, all MPs are used regularly within the program; MP3 is no exception. For example, other (unlabeled) instances in the Student Edition include:

<b>Kindergarten:</b>	<b>Grade 1</b>	<b>Grade 2</b>
- page 158, #6	- page 57, #18	- page 57, #10
- page 246, #4	- page 133, #13	- page 132, #10
- page 338, #8	- page 364, #14	- page 270, #16
- page 508, #4	- page 522, #4	- page 592, #7

This list is representative of almost 100 labeled and unlabeled instances in grades K through 2 in which MP3 is used within *GO Math!*. A more complete listing of all instances in which MP3 is used is available.

Respectfully, HMH requests a change the assigned “1” to a “2” in the category of Alignment Metric C, as we have clearly shown the wide array of opportunities to use and develop proficiency with MP3 .

**Publisher: Houghton Mifflin Harcourt**

**Title of Textbook(s): GO Math!**

**Grade Levels: K-2**



## McGraw-Hill School Education's Section 2 Responses Regarding:

**Glencoe Math Course 1-Grade 6**

**Glencoe Math Course 2-Grade 7**

**Glencoe Math Course 3-Grade 8**

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The development of the content of **Glencoe Math** was built around the CCSS and reflects the grade-level progressions as seen in the Standards, including the development of the standards for mathematical practice.

For example, **Glencoe Math** follows the Ratios and Proportional Relationships Progression by extending students' understanding of measurement and multiplication and division in the elementary grades to ratios in Course 1. Students represent ratios, reason about ratios, and generate and recognize equivalent ratios in Course 1, Chapter 1. Students use a variety of strategies to solve problems involving ratios, including the use of diagrams. In Course 2, students extend their understanding of ratios to represent and analyze proportional relationships in Course 2, Chapter 1. In Course 3, students extend their understanding of proportional relationships to build a foundation for linear functions in Course 3, Chapter 4.

The standards for mathematical practice are embedded throughout **Glencoe Math** and are especially present in the Inquiry Labs, performance tasks, strong problem-solving emphasis, and higher-order thinking exercises that are found in each lesson. Students are first introduced to the practices in the Mathematical Practice Handbook found in Volume 1 of the Student Edition. Throughout each chapter and lesson, students are asked to engage and reflect upon the mathematical practices – this can particularly be seen in each lesson opener, independent practice exercises, and problem-solving investigations.

**Section 2 Response from Publisher**  
**Revision 1**

**Usability Metric Item B, Grades 3-5**

*Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.*

*Reviewer Comment: Although this text has an abundance of materials and resources, the large number of binders for each grade level may deter users due to usability issues.*

**We believe that Bridges in Mathematics should receive 2 points rather than 1 point for this item.**

We ask reviewers to consider the information provided below.

**Teachers Guides**

Each day Bridges offers a group lesson as well as skills reinforcement workouts (also known as Number Corner). The daily lessons are organized into eight units and Number Corner is organized by month.

There is a binder for each of the eight units and there are three binders containing the teacher materials for a year of Number Corner workouts. In addition teachers are provided with an Assessment Guide for a total of 12 binders. However, it's important to note that teachers only need to use two binders at a time – one for the Bridges unit and one for the Number Corner workout. (The Assessment Guides is accessed on an as needed basis). In addition any needed teacher masters as well as the student book pages are included in the relevant unit or month.

Alternatively, teachers may access the entire curriculum online through the Bridges Educator site. A free account comes with the purchase of every Bridges classroom package.

For more information please see <http://www.mathlearningcenter.org/bridges/components>

## Section 2 Response from Publisher

### **Alignment Metric Item C, Grades K–2**

*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 grade level.*

**We believe that Bridges in Mathematics should receive 2 points rather than 1 point for this item.**

We ask reviewers to consider the information provided below.

### **Grade Level CCSS Correlations**

Each Bridges session and Number Corner workout is accompanied by a skills list that identifies two or three math practices that are most strongly elicited by the activity. Kindergarten has the fewest citations but nevertheless references 15 specific lessons or activities that emphasize MP3. For a complete listing see the Bridges in Mathematics CCSS correlations available at <http://www.mathlearningcenter.org/bridges/grade>.

### **Program-Wide Protocols and Practices that Elicit MP3**

In addition to the citations mentioned above there are a number of protocols and teaching methods throughout all three grade levels that are designed to elicit students' strategies, explanations, and justifications, as well as promote constructive discussion and debate. These are embedded in the action steps and modeled in the sample dialogs for many of the Bridges sessions and Number Corner workouts, and include:

- Having students pair-share observations, strategies, ideas, and solutions before calling on individuals to share their thinking with the group.
- Soliciting and recording all solutions on the board (without identifying any as correct or incorrect) before inviting individuals to explain their thinking, thereby setting up a genuine desire among the students to justify their answers to one another.
- Pressing students to explain their reasoning with such questions as, "How do you know?" "How did you figure it out?" "Do you think it will always work that way? Why or why not?"
- Posing problems designed to generate a variety of strategies; asking students to share and compare their strategies; recording and summarizing strategies on class anchor charts for future reference.
- Making use of games that involve strategic thinking to promote constructive debate among students.

### **Assessment Guides**

In section 3 of each grade level Assessment Guide, the following information is provided for teachers:

- A clear description of MP3, specific to the grade level.
- Five specific behaviors and attitudes teachers can use to elicit MP3.
- A list of questions specifically designed to elicit MP3.
- Descriptions of activities from Bridges and Number Corner that are particularly rich in opportunities to elicit MP3 in grade-appropriate ways.

### **Math Practices in Action**

The Teachers Guides for each grade level include notes called Math Practices in Action which identify how a particular mathematical practice is employed in a specific activity. The notes are meant to focus the teacher's attention and offer insights about the many ways in which each practice can be employed by young students. The chart below lists the locations of notes about MP3 in the Teachers Guides for each grade level.

Grade Level	Math Practices in Action Notes for MP3 (Unit-Module-Session, Page Number)
Grade K	U1-M1-S1, pg. 4; U2-M1-S2, pg. 10; U5-M4-S2, pg. 9
Grade 1	U2-M1-S4, pg. 18; U6-M2-S5, pg. 31
Grade 2	U1-M1-S4, pg. 20; U3-M2-S2, pg. 10; U5-M2-S3, pg. 19; U5-M4-S1, pg. 5; U6-M1-S3, pg. 17; U6-M2-S3, pg. 20; U7-M3-S4, pg. 23; U8-M2-S3, pg. 15

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**Publisher: The Math Learning Center**

**Title of Textbook(s): Bridges in Mathematics**

**Grade Levels: K-2**

## Section 2 Response from Publisher

**Publisher:** Pearson

**Title of Textbook(s):** AP Calculus, Briggs/Cochran © 2014

**Grade Levels:** 11-12

**Focus Metric 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 and exhibit the practices as they work on content.

**Comments:** No teacher directed materials that explain the role of the practice standards.

**Number Rating:** 0

**Pearson Response:** The Annotated Teacher’s Edition contains numerous **Teacher Notes** that provide guidance to teachers. Though the practice standards are not explicitly mentioned, they are employed throughout the text and supplements. Representative examples for each of the Standards for Mathematical Practice are listed below.

### **Make sense of problems and persevere in solving them.**

The **Teacher Resource Guide** that accompanies the text contains 59 guided projects that address many of the ideas mentioned in the practice standards. For example, the first guided project discusses problem-solving strategies that help students make sense of mathematical problems encountered in calculus. The very nature of each Guided Project—most involve sequential and substantial calculations leading to the desired result—invites students to explore complicated problems and persevere in solving them.

### **Reason abstractly and quantitatively.**

Each section contains two blocks of exercises labeled **Further Explorations** and **Applications**. These exercises demand that students expand upon the basic skills learned in class and learned while completing the second block of exercises (**Basic Skills**).

### **Construct viable arguments and critique the reasoning of others.**

Throughout the text, there are **Explain why or why not** exercises that challenge students to form viable mathematical arguments.

### **Model with mathematics.**

Modeling is addressed throughout the text starting in the first chapter, in both the narrative and the exercise sets. Each section contains a block of **Applications** exercises, most of which involve mathematical models.

### **Use appropriate tools strategically.**

Appropriate use of graphing calculators is discussed in the Annotated Teacher's Edition. For example, the teacher note on page 18 addresses the issue of appropriate use of technology in the classroom. Exercises, where use of a graphing calculator is appropriate, are marked with a technology icon throughout the text. Additionally, many sections include a final block of exercises (**Technology Exercises**) designed to aid students in their exploration of calculus while using technology.

**Attend to precision.**

Readers of the text are immersed in the clear and precise manner in which mathematics must be communicated. They are encouraged to communicate these ideas in their own voice when attempting the **Review Questions**.

**Look for and make use of structure.**

The structure of the narrative provides ample opportunity for students to discover and make use of patterns in mathematics. There are many exercises that further this goal (e.g. Exercise 62 on p. 145).

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

As above, the structure of the narrative illustrates repeated reasoning in every chapter. For example, in Chapter 3, the limit definition of the derivative is used again and again to develop a body of derivative formulas for the functions commonly encountered in calculus. Students duplicate this effort when they complete the exercise sets that are closely tied to the narrative.

**Focus Metric 8c.** Materials include supports for all learners, e.g. EL, students who are below grade level, advanced students.

**Comments:** No EL material or material for below grade level. Further exploration could provide some above grade level material.

**Number Rating: 0**

**Pearson Response:** Briggs Calculus contains support for learners who are performing below grade level and who are lacking in prerequisite skills necessary for studying Calculus. Appendix A contains a review of algebra, real numbers, inequalities, absolute values, the Cartesian coordinate system, and linear equations. Chapter 1 contains a review of the main ideas from precalculus to bring students up to speed before they embark on a study of calculus.

The online MyMathLab materials associated with the text also contains **Getting Ready for Calculus** practice tests that allow students to test their knowledge of prerequisite material from high school geometry and algebra.

Each section contains a block of **Additional Exercises** that are generally the most difficult exercises in the section. Some ask for proofs of results stated in the narrative, and many are well suited to advanced students. The **Guided Projects** also provide ample material for independent study for advanced students.



In addition, the online MyMathLab / MathXL for School technology resources associated with the text contain ample ways for students to practice their individual skill weaknesses. Using MathXL for School or MyMathLab for School, teachers can provide intervention to students who lack prerequisite skills while allowing students who have mastered the material to advance. MathXL for School meets the diverse needs of struggling students. Through the comprehensive suite of learning aids, students receive immediate feedback and on-demand tools that provide multiple representations of the content for each student, for each problem. Multiple representations include: animations, videos, written examples, and step-by-step break down of problems. Furthermore, MathXL for School delivers personalized study plans that enable them to receive personalized instruction and achieve mastery.

## Section 2 Response from Publisher

**Publisher:** Pearson

**Title of Textbook(s):** Bock: Stats Modeling the World © 2015

**Grade Levels:** 11-12

**Response to:** 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.

**Comment:** The book does not overtly explain the role of the practice standards in the classroom and in student's mathematical development. It does present opportunities for students to make use of and exhibit the practices as they work on content.

**Number Rating:** 1

### Pearson Response:

This book is designed to meet the AP<sup>®</sup> Statistics Course Description as defined by the College Board.

The Standards of Mathematical Practice are infused throughout the book as part of the strong pedagogy used by the author team.

Standard of Mathematical Practice	As seen regularly in this book
<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>• The development of each concept in the text almost always starts with a concrete example that is later generalized to more abstract principals.</li> <li>• Class and homework exercises frequently require students to justify or explain their thinking and use of statistical concepts.</li> <li>• The “What Can Go Wrong” sections in the text highlight common misuses of tools and concepts that would cause one to question analyses of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Model with mathematics</li> <li>• Use appropriate tools strategically</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the entire book, statistical reasoning is applied to real life data to bring meaning to that data and the context that data represents.</li> <li>• Models and guided practice, such as the “Step by Step” feature show students how to clearly and accurately solve problems using the correct terminology and techniques.</li> <li>• The “What Can Go Wrong” sections in the text highlight common misuse of tools and concepts to avoid.</li> </ul>
<ul style="list-style-type: none"> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully chosen and sequenced examples help illuminate general principles by first looking at The foundations of big ideas such as significance and</li> </ul>
<ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Attend to precision</li> </ul>	<ul style="list-style-type: none"> <li>• The “For example” and “Just Checking” sections build confidence from the beginning as students work progressively through more challenging exercises and finally a Performance Task for each chapter. The rubrics for these tasks give students feedback on what they have done well and what aspects of statistical thinking they need to continue working on.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The “Do” and “Don’t” sections of the teacher’s resource guide tell the teacher what to say or not to say to build student construction of understand and appropriate use of vocabulary.</li><li>• The “Think-Show-Tell” feature in the text models appropriate use of terminology while modeling the thinking behind problem solving and application problems</li></ul> |
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**Response to:** 8c. Materials include supports for all learners, e.g., EL, students who are below grade level, advanced students.

**Comment:** No evidence is shown for support for all learners.

**Number Rating:** 0

**Pearson Response:**

Our book and ancillary materials are designed to provide support for students who need remedial help, who need review and/or practice for background skills and concepts, who need assistance with the language (reading, vocabulary, writing), and who would benefit from the challenge of more advanced topics and enrichment. Among the features that address these goals are:

- Do The Math -- practice prerequisite math skills (explanations and problem sets in the text, plus additional worksheets in the teacher resources);
- Highlighting -- important terms and concepts are pre-highlighted in the text to call the reader's attention;
- Step-By-Step Examples -- 2-column worked examples with explanations and advice in the left column flanking each step, showing students what to do and modeling the written interpretations students are expected to create; (more worksheets in the teacher resources)
- What Have We Learned -- summary of key points at the end of each chapter;
- Terms -- all the chapter's new vocabulary collected and reviewed at the end of each chapter;
- Exercise expectations -- almost all exercises expect written explanations and interpretations beyond simply crunching the numbers;
- A-B-C Exercise levels -- each chapter offers basic 1-step exercises designed to address a specific concept or skill at a level accessible to all students, multi-part exercises guiding students to perform a more complete analysis synthesizing several of the chapter's objectives, and advanced exercises requiring students to create an in-depth analysis that often extends the chapter topic to incorporate new concepts.

In addition, the online MyMathLab / MathXL for School technology resources associated with the text contain ample ways for students to practice their individual skill weaknesses. Using MathXL for School or MyMathLab for School, teachers can provide intervention to students who lack prerequisite skills while allowing students who have mastered the material to advance. MathXL for School meets the diverse needs of struggling students. Through the comprehensive suite of learning aids, students receive immediate feedback and on-demand tools that provide multiple representations of the content for each student, for each problem. Multiple representations include: animations, videos, written

examples, and step-by-step break down of problems. Furthermore, MathXL for School delivers personalized study plans that enable them to receive personalized instruction and achieve mastery.

## Section 2 Response from Publisher

**Publisher:** Pearson

**Title of Textbook(s):** Calculus: Graphical, Numerical, Algebraic 4<sup>th</sup> edition / AP<sup>®</sup> edition © 2012

**Grade Levels:** 11-12

**Focus Metric 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 and exhibit the practices as they work on content.

**Comments:** No teacher directed materials that explain the role of the practice standards.

**Number Rating:** 0

**Pearson Response:** Calculus: Graphical, Numerical, Algebraic meets and aligns to the AP<sup>®</sup> Calculus Curriculum Framework as defined by the College Board. Though the practice standards are not explicitly mentioned in the book, they are employed throughout the text and supplements. The Annotated Teacher's Edition contains teacher notes that provide guidance to teachers.

**Focus Metric 8c.** Materials include supports for all learners, e.g. EL, students who are below grade level, advanced students.

**Comments:** No EL material or material for below grade level. Further exploration could provide some above grade level material.

**Number Rating:** 0

**Pearson Response:** For students who need additional support in their learning, Calculus: Graphical, Numerical, Algebraic provides the prerequisites chapter on algebra review and review exercises in every section. In addition each exercise set begins with routine problems. The chapter projects and extending the ideas exercises provided ample opportunities to challenge even the strongest student.

In addition, here are a few features that will support English Language Learners:

- Strong use of multiple representations throughout the text
- The Writing to Learn exercises give students practice at communicating about mathematics and opportunities to demonstrate understanding of important ideas.
- Group Activity exercises ask students to work on the problems in groups or solve them as individual or group projects. These activities encourage collaboration among all students in the classroom.

In addition, the online MyMathLab / MathXL for School technology resources associated with the text contain ample ways for students to practice their individual skill weaknesses. Using MathXL for School or MyMathLab for School, teachers can provide intervention to students who lack prerequisite skills while allowing students who have mastered the material to advance. MathXL for School meets the

diverse needs of struggling students. Through the comprehensive suite of learning aids, students receive immediate feedback and on-demand tools that provide multiple representations of the content for each student, for each problem. Multiple representations include: animations, videos, written examples, and step-by-step break down of problems. Furthermore, MathXL for School delivers personalized study plans that enable them to receive personalized instruction and achieve mastery.

## Section 2 Response from Publisher

**Publisher:** Pearson

**Title of Textbook(s):** Demana et al: Precalculus: Graphical, Numerical, Algebraic Common Core ed © 2015

**Grade Levels:** 11-12

**Focus Metric 8c.** Materials include supports for all learners, e.g. EL, students who are below grade level, advanced students.

**Comments:** No EL material or material for below grade level. Further exploration could provide some above grade level material.

**Number Rating:** 0

**Pearson Response:** For students who need additional support in their learning, Precalculus: Graphical, Numerical, Algebraic provides the prerequisites chapter and appendix on algebra review and quick review exercises in every section. In addition each exercise set begins with routine problems. The chapter projects and extending the ideas exercises provided ample opportunities to challenge even the strongest student.

In addition, here are a few features that will support English Language Learners:

- Strong use of multiple representations throughout the text
- The Writing to Learn exercises give students practice at communicating about mathematics and opportunities to demonstrate understanding of important ideas.
- Group Activity exercises ask students to work on the problems in groups or solve them as individual or group projects. These activities encourage collaboration among all students in the classroom.

In addition, the online MyMathLab / MathXL for School technology resources associated with the text contain ample ways for students to practice their individual skill weaknesses. Using MathXL for School or MyMathLab for School, teachers can provide intervention to students who lack prerequisite skills while allowing students who have mastered the material to advance. MathXL for School meets the diverse needs of struggling students. Through the comprehensive suite of learning aids, students receive immediate feedback and on-demand tools that provide multiple representations of the content for each student, for each problem. Multiple representations include: animations, videos, written examples, and step-by-step break down of problems. Furthermore, MathXL for School delivers personalized study plans that enable them to receive personalized instruction and achieve mastery.

## Section 2 Response from Publisher

**Publisher:** Pearson

**Title of Textbook(s):** Bock: Stats in Your World © 2012

**Grade Levels:** 9-12

**Response to:** 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.

**Comment:** The book does not overtly explain the role of the practice standards in the classroom and in student's mathematical development. It does present opportunities for students to make use of and exhibit the practices as they work on content.

**Number Rating:** 1

**Pearson Response:**

The book presents opportunities for students to make use of and exhibit the Mathematical Practices as they work on content. The Standards of Mathematical Practice are infused throughout the book as part of the strong pedagogy used by the author team.

Standard of Mathematical Practice	As seen regularly in this book
<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> </ul>	<ul style="list-style-type: none"> <li>• The development of each concept in the text almost always starts with a concrete example that is later generalized to more abstract principals.</li> <li>• Class and homework exercises frequently require students to justify or explain their thinking and use of statistical concepts.</li> <li>• The “What Can Go Wrong” sections in the text highlight common misuses of tools and concepts that would cause one to question analyses of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Model with mathematics</li> <li>• Use appropriate tools strategically</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the entire book, statistical reasoning is applied to real life data to bring meaning to that data and the context that data represents.</li> <li>• Models and guided practice, such as the “Step by Step” feature show students how to clearly and accurately solve problems using the correct terminology and techniques.</li> <li>• The “What Can Go Wrong” sections in the text highlight common misuse of tools and concepts to avoid.</li> </ul>
<ul style="list-style-type: none"> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully chosen and sequenced examples help illuminate general principles by first looking at The foundations of big ideas such as significance and</li> </ul>
<ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Attend to precision</li> </ul>	<ul style="list-style-type: none"> <li>• The “For example” and “Just Checking” sections build confidence from the beginning as students work progressively through more challenging exercises and finally a Performance Task for each chapter. The rubrics for these tasks give students feedback on what they have done well and what aspects of statistical thinking they need to continue working on.</li> </ul>



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|  | <ul style="list-style-type: none"> <li>• The “Do” and “Don’t” sections of the teacher’s resource guide tell the teacher what to say or not to say to build student construction of understand and appropriate use of vocabulary.</li> <li>• The “Think-Show-Tell” feature in the text models appropriate use of terminology while modeling the thinking behind problem solving and application problems</li> </ul> |
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**Response to:** 8c. Materials include supports for all learners, e.g., EL, students who are below grade level, advanced students.

**Comment:** No evidence is shown for support for all learners.

**Number Rating: 0**

**Pearson Response:**

Our book and ancillary materials are designed to provide support for students who need remedial help, who need review and/or practice for background skills and concepts, who need assistance with the language (reading, vocabulary, writing), and who would benefit from the challenge of more advanced topics and enrichment. Among the features that address these goals are:

- Do The Math -- practice prerequisite math skills (explanations and problem sets in the text, plus additional worksheets in the teacher resources);
- Highlighting -- important terms and concepts are pre-highlighted in the text to call the reader's attention;
- Step-By-Step Examples -- 2-column worked examples with explanations and advice in the left column flanking each step, showing students what to do and modeling the written interpretations students are expected to create; (more worksheets in the teacher resources)
- What Have We Learned -- summary of key points at the end of each chapter;
- Terms -- all the chapter's new vocabulary collected and reviewed at the end of each chapter;
- Exercise expectations -- almost all exercises expect written explanations and interpretations beyond simply crunching the numbers;
- A-B-C Exercise levels -- each chapter offers basic 1-step exercises designed to address a specific concept or skill at a level accessible to all students, multi-part exercises guiding students to perform a more complete analysis synthesizing several of the chapter's objectives, and advanced exercises requiring students to create an in-depth analysis that often extends the chapter topic to incorporate new concepts.

In the Teacher Resource Guide, there are resources for vocabulary practice and scaffolded guide sheets that walk students through basic concepts such as estimating percents to more sophisticated tasks such as structuring a "THINK-SHOW-TELL" approach to writing a complete solution to a task. There are also a host of websites referenced in the Teacher Resource Guide that provide both enrichment and remediation sources, including videos, simulations, and additional activities.

In addition, the online MyMathLab / MathXL for School technology resources associated with the text contain ample ways for students to practice their individual skill weaknesses. Using MathXL for School or MyMathLab for School, teachers can provide intervention to students who lack prerequisite skills while allowing students who have mastered the material to advance. MathXL for School meets the diverse needs of struggling students. Through the comprehensive suite of learning aids, students receive immediate feedback and on-demand tools that provide multiple representations of the content for each student, for each problem. Multiple representations include: animations, videos, written examples, and step-by-step break down of problems. Furthermore, MathXL for School delivers personalized study plans that enable them to receive personalized instruction and achieve mastery.