

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[®] 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"> • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others 	<ul style="list-style-type: none"> • The development of each concept in the text almost always starts with a concrete example that is later generalized to more abstract principals. • Class and homework exercises frequently require students to justify or explain their thinking and use of statistical concepts. • 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.
<ul style="list-style-type: none"> • Model with mathematics • Use appropriate tools strategically 	<ul style="list-style-type: none"> • Throughout the entire book, statistical reasoning is applied to real life data to bring meaning to that data and the context that data represents. • 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. • The “What Can Go Wrong” sections in the text highlight common misuse of tools and concepts to avoid.
<ul style="list-style-type: none"> • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Carefully chosen and sequenced examples help illuminate general principles by first looking at The foundations of big ideas such as significance and
<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Attend to precision 	<ul style="list-style-type: none"> • 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.

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| | <ul style="list-style-type: none"> • 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. • The “Think-Show-Tell” feature in the text models appropriate use of terminology while modeling the thinking behind problem solving and application problems |
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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.