Math Textbook Reviews:

Section 1, August 2014

Publisher: Walch Education

Textbook Title: Integrated 1, 2, and 3
Grade band: High school CCSS

Focus Metrics	
A. In any single course, materials are designed so teachers and students spend at least 50% of their time on the Widely Applicable Prerequisites (see Appendix B).	Yes
B. Topics from future courses are clearly identified as such in the materials and do not detract from focus.	Yes
C. Topics from earlier grades/courses are used to support grade-level work. Content from prior grades/courses is clearly indicated as such.	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes: A. Each lesson clearly identifies the standard(s) that is (are) addressed in that lesson. By nature of the course design, teachers and students would spend at least 50% of the time on the Widely Applicable Prerequisites. More lessons are devoted to these standards and the major work of the grade than supporting standards. C. Prerequisite skills from prior grades/courses are clearly identified in each lesson. These skills support the course-level work.	

Rigor Metrics	
A. For the widely applicable prerequisites, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.	Yes
B. High quality problems and questions designed to invite exploration and support conceptual understanding 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
C. 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
D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation 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: B. Excellent quality of problems throughout the textbook. C. There was some initial concern about procedural fluency because each lesson included only a total of 20 student practice problems, 10 in the student workbook and 10 in the student reference book. However, the lessons are scaffolded in such a way that over the course of study, there are many opportunities for students to practice and gain	

fluency with specific skills. Teachers will need to be aware that most, if not all, of the problems provided are important for students to gain understanding and fluency. This is very different from the design of traditional textbooks. D. Every lesson contains contextual problems relevant to the topic(s) introduced. Every lesson contains a problem-based task that provides opportunity for application of concepts and skills. There is a lot of variety in the type of problems, and they are relevant to students' lives.

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers:

Math Textbook Reviews: Section 2

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Textbook Title: Walch Integrated 1, 2, and 3

Grade band: High school CCSS

Alignment Metrics	
A. Materials connect the math practices to the content standards in meaningful and intentional ways, preferentially for Widely Applicable Prerequisites. The development of the practice is well-grounded in content and not in isolation.	2
B. 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.	1
C. Particular attention is given to: MP3 - Construct viable arguments and critique the reasoning of others: Students are encourages to create and test mathematical arguments, make generalizations and provide justifications, particularly in standards that explicitly call for it, in a manner reasoning appropriate to the grade level.	2
D. 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 with explicit expectations for modeling are indicated with a star (*).	2

Coherence Metrics	
A. Connections are made within a course between clusters and domains, where these connections are appropriate and natural, as set forth by the Standards.	2
B. For materials in a series, content progressions reflect the progressions as seen in the Standards*, including the development of the practices. These	1

progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the Standards as written.	

Usability Metrics	
A. Materials support teachers In ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary.	1
B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.	2
C. Materials include supports for all learners, e.g., EL, students who are below grade level, advances students.	0

Sensitivity	
Please use the space below to note any concerns about sensitivity with this material.	n/a

Other Comments: 6.b. The material does not explain the role of the practice standards and how they relate to each lesson. 7.b. The material does not provide information about the development of the practices across the curriculum. 8.a. There is no information about pacing. 8.c. Materials do not address all levels of learning such as EL, students below grade level, or advanced student.