Math Textbook Reviews:

Section 1, August 2014

Publisher: Carnegie

Textbook Title: Carnegie Learning Math Series Course 1, 2, and 3. Grades 6-8.
Grade band: 6-8

Focus Metrics	
A. In any grade, materials are designed so teachers and students spend the large majority of their time on the major work of the grade (see Appendix A, page 8), with the majority of major work introduced early in the year.	Yes
B. Topics from future grades are clearly identified as such in the materials and do not detract from focus	Yes
C. Topics from earlier grades are used to support grade-level work. Content from prior grades is clearly indicated as such.	Yes
D. The following topics are not introduced before the appropriate grade level: Gr. 8 - similarity, congruence, or geometric transformations; Gr. 7 - probability; Gr. 6 - statistical distributions and statistical association or trends; Gr. 4 - symmetry of shapes	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes: A. Materials are organized so that the majority of time is spent on the major work of the grade which is introduced early in the curriculum. B. Topics from future grades are not introduced at previous grade levels. C. Topics from earlier grade levels are acknowledged within the textbook/scope and sequence with pre-grade level standards identified. D. Indicated topics are not introduced until the appropriate grade level.	

Rigor Metrics	
A. In the major work of the grade, 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. The development of procedural fluency is robust for those standards that set explicit expectations for fluency. Sometimes problems are purely procedural, and 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 for solving real-world problems. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations.	Yes
Does this textbook meet the requirements for rigor?	Yes

Justification/Notes: A. The major work of the grade presents a balance of all three aspects of rigor. Attention is given to all aspects of rigor in necessary lessons. B. Materials presented include high quality problems and questions with exemplary opportunity for students to explore and connect conceptual understanding to new situations. C. The basal textbook provides sufficient opportunity for students to develop procedural fluency skills. However, if the co-basal material (Student Skills Practice Book) is used in conjunction with the basal textbook this product achieves superior opportunity for procedural fluency mastery. Procedural fluency skills are introduced and exhibited without the use of non-mathematical tricks or mnemonics. D. Materials provide an abundance of grade-level appropriate real-world problems. Many opportunities for students to apply skills and knowledge to application in real world activities are present.

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers: n/a

Math Textbook Reviews: Section 2

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Grade band: 6-8

Alignment Metrics	
A. Materials connect the math practices to the content standards in meaningful and intentional ways, preferentially for the major work of the grade. The development of the practices is well-grounded in content and not in isolation.	2
B. Material 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	2
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 of 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.	2

Coherence Metrics	
A. Connections are made within a grade between clusters and domains, where these connections are appropriate and natural, as set forth by the Standards (e.g., area models to multiplication in grade 3).	2
B. For materials in a series, grade level progressions reflect the progressions as seen in the Standards, including the development of the practices. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each grade and are clearly aimed at helping students meet the Standards as written.	2

Usability Metrics	
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary.	2
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, advanced students.	1

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