

Math Textbook Reviews:

Section 1, August 2014

Publisher: Pearson/Scott Foresman

Textbook Title: envision Math

Grade band: 3-6

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:	

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.	No
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.	No
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?	No
Justification/Notes: The attempt is made to give attention to all three aspects of rigor, however upon further review of the resubmitted content the opportunity to develop and maintain procedural fluency is still not sufficient. To address the Tennessee	

standards' expectations for fluency, the consensus of the reviewers is there isn't a sufficient opportunity for students to reinforce connections between prior learning and mathematical strategies in order to prepare students for deeper understanding of the concepts being taught.	
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Were both non-negotiables in Section I met? No

Optional Additional Comments from Reviewers: N/A