TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 7

Textbook/Series: _____

Edition _____   **Copyright** _____   **Publisher** _____

Reviewed by: _____

This form was based in part on:

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core Standards for Mathematics

A project of

The Charles A. Dana Center

At the University of Texas at Austin

Copyright permission obtained from The Charles A. Dana Center
Adapted for Alabama State Department of Education

STANDARDS FOR MATHEMATICAL PRACTICE – MATHEMATICS – GRADE K-12 – OVERALL

Textbook/Series: _____

Edition _____   Copyright _____   Publisher _____

OVERALL RATING:		Comments:
	☐ Weak (1-2)	
	☐ Moderate (2-3)	
	☐ Strong (3-4)	

1. Make sense of problems and preserve in solving them. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	2. Reason abstractly and quantitatively. **Summary/Justification/Evidence**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
3. Construct viable arguments and critique the reasoning of others. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	4. Model with mathematics. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
5. Use appropriate tools strategically. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	6. Attend to precision. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
7. Look for and make use of structure. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	8. Look for and express regularity in repeated reasoning. **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)

Weak: This is the lowest rating a book can receive. In general, a book that was rated as "weak" scored mostly 1s and 2s on a 4-point scale.

Moderate: This is the middle rating a book can receive. In general, a book that was rated as "moderate" scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

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

These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. These students consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to obtain the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solve complex problems and identify correspondences between different approaches.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
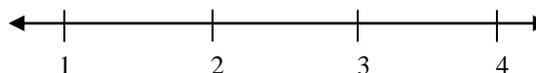
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

| |
|---|
| **2. Reason abstractly and quantitatively.** |

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. The second is the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
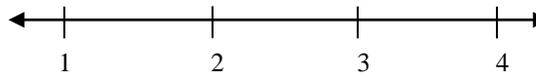
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

---

3.   Construct viable arguments and critique the reasoning of others.


These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. These students justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed; and, if there is a flaw in an argument, explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until the middle or upper grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
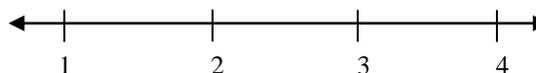
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

4. Model with mathematics.

These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, students might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas and can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

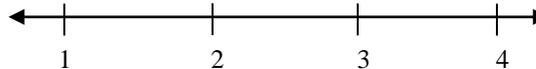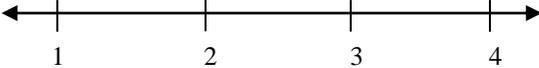**5. Use appropriate tools strategically.**

Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a Web site, and use these to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

| 6. Attend to precision. |
|---|

These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the
Standards for Mathematical Practice

Mathematically proficient students:

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. These students also can pause and reflect for an overview and shift perspective. They can observe the complexities of mathematics, such as some algebraic expressions as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
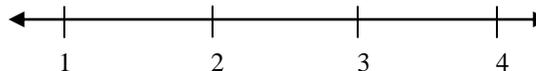
**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

8. Look for and express regularity in repeated reasoning.

They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As students work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details and continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

$$\longleftarrow \quad | \quad \quad | \quad \quad | \quad \quad | \quad \longrightarrow$$

1   2   3   4
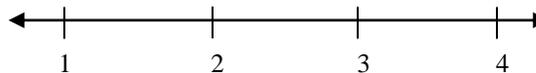
TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
COLLEGE- AND CAREER-READY STANDARDS & OTHER CRITERIA – GRADE K

Textbook/Series: _____

Edition _____   Copyright _____   Publisher _____

OVERALL RATING:	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Important Mathematical Ideas: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Skills and Procedures: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Mathematical Relationships: **Summary/Justification/Evidence**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Content: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Instruction: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Assessment: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Technology: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)

Weak: This is the lowest rating a book can receive. In general, a book that was rated as "weak" scored mostly 1s and 2s on a 4-point scale.

Moderate: This is the middle rating a book can receive. In general, a book that was rated as "moderate" scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.
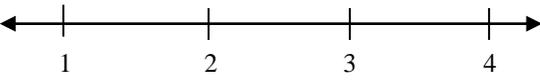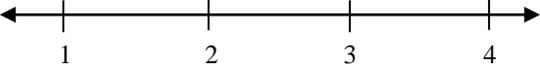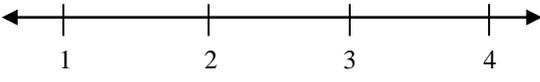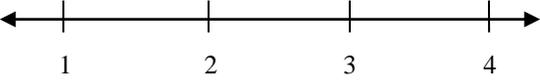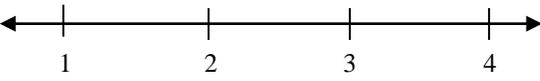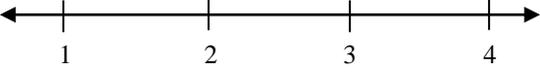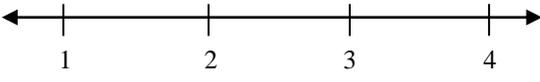
Students will:

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. [7-RP1] Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
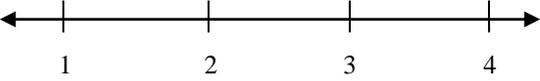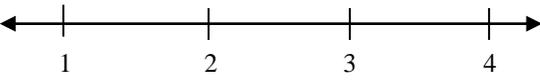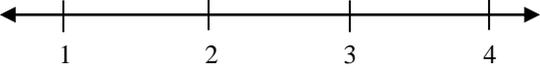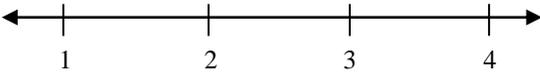## COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Ratios and Proportional Relationships

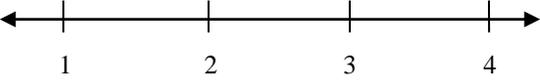| Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2. Recognize and represent proportional relationships between quantities. [7-RP2]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. [7-RP2a]	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1　　2　　3　　4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7
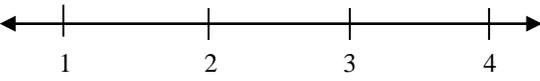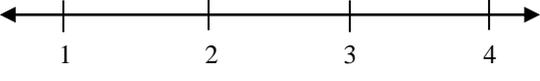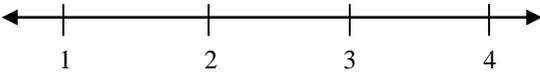
Students will:

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. [7-RP2b]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
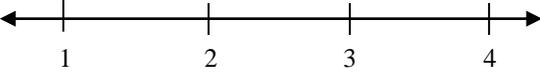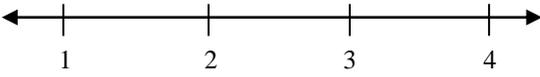## COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Represent proportional relationships by equations. [7-RP2c] Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

The Charles A. Dana Center 15 Adapted for Alabama State Department of Education
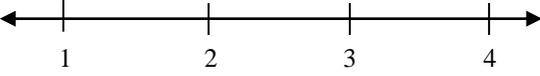
Students will:

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. [7-RP2d]	Important Mathematical Ideas $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Skills and Procedures $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Mathematical Relationships $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4

Students will:

Ratios and Proportional Relationships

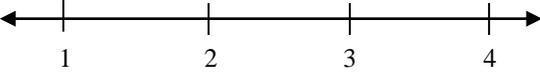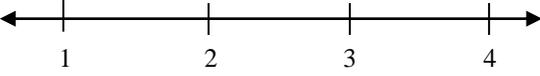| **Analyze proportional relationships and use them to solve real-world and mathematical problems.**	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
3. Use proportional relationships to solve multistep ratio and percent problems. [7-RP3] Examples: Sample problems may involve simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

The Number System

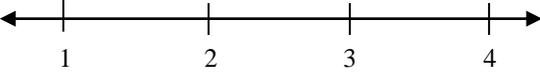| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
4. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. [7-NS1]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Describe situations in which opposite quantities combine to make 0. [7-NS1a] Example: A hydrogen atom has 0 charge because its two constituents are oppositely charged.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7
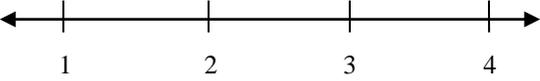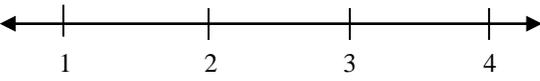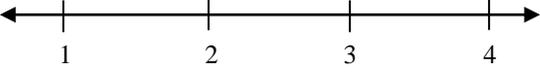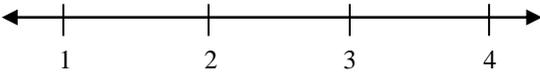
Students will:

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. [7-NS1b]	Important Mathematical Ideas <----+----+----+----+----> 1 2 3 4
	Skills and Procedures <----+----+----+----+----> 1 2 3 4
	Mathematical Relationships <----+----+----+----+----> 1 2 3 4
	Summary/Justification/Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating <----+----+----+----+----> 1 2 3 4

The Charles A. Dana Center   20   Adapted for Alabama State Department of Education
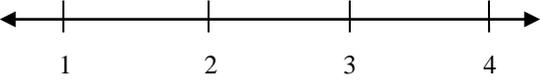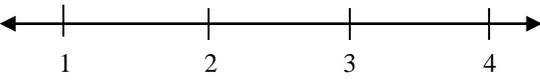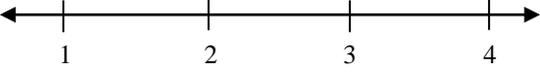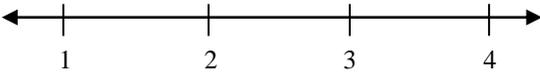
Students will:

The Number System

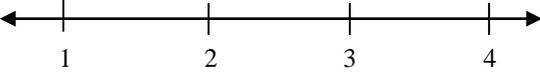| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. [7-NS1c]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

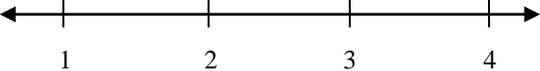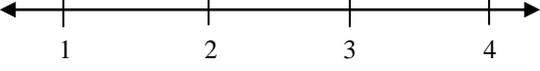| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
d. Apply properties of operations as strategies to add and subtract rational numbers. [7-NS1d]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

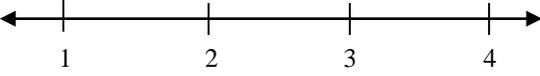| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. [7-NS2]	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

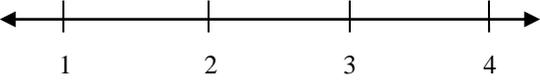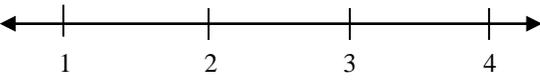| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. [7-NS2a]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

The Number System

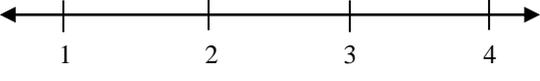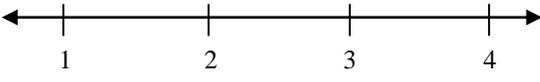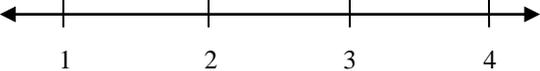| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts. [7-NS2b]	Important Mathematical Ideas $\qquad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Skills and Procedures $\qquad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Mathematical Relationships $\qquad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating $\qquad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4

Students will:

The Number System

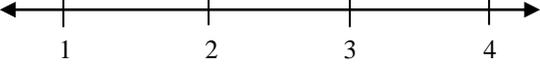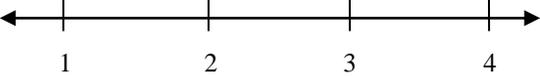| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Apply properties of operations as strategies to multiply and divide rational numbers. [7-NS2c]	Important Mathematical Ideas $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Skills and Procedures $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Mathematical Relationships $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4

Students will:

The Number System

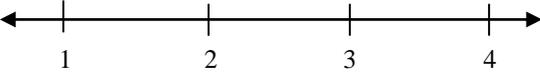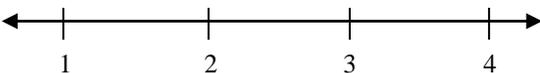| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. [7-NS2d]	Important Mathematical Ideas ← 1 2 3 4 →
	Skills and Procedures ← 1 2 3 4 →
	Mathematical Relationships ← 1 2 3 4 →
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating ← 1 2 3 4 →

Students will:

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) [7-NS3]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7
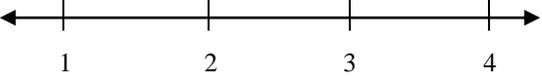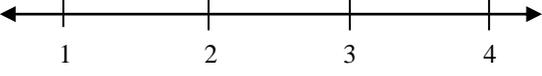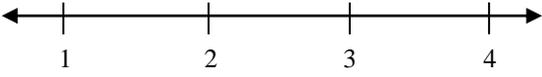
Students will:

Expressions and Equations

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. [7-EE1]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Expressions and Equations

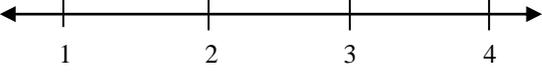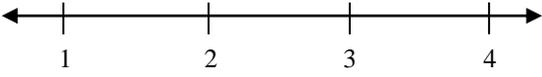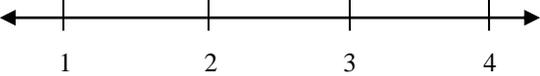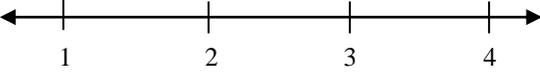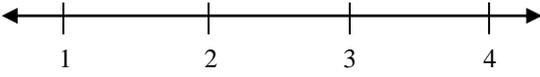| Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
8. Understand that rewriting an expression in different forms in a problem context can shed light on the problem, and how the quantities in it are related. [7-EE2] Example: $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Overall Rating** 1 2 3 4

Students will:

Expressions and Equations

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
9. Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies. [7-EE3] Examples: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7
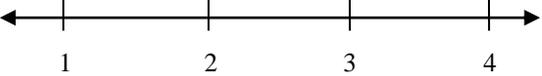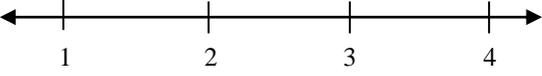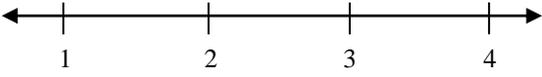
Students will:

Expressions and Equations

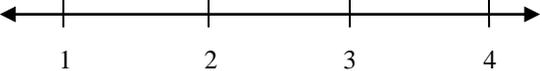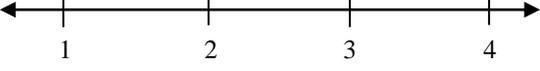| Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
10. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. [7-EE4]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. [7-EE4a] Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Expressions and Equations

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality, and interpret it in the context of the problem. [7-EE4b] Example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

The Charles A. Dana Center   34   Adapted for Alabama State Department of Education
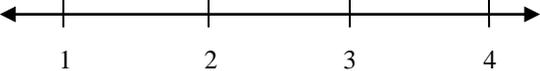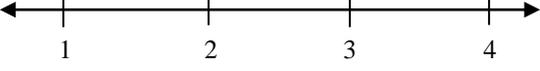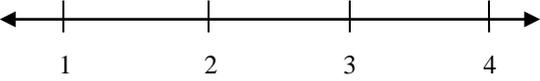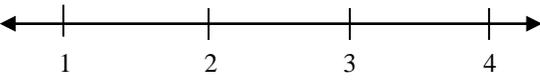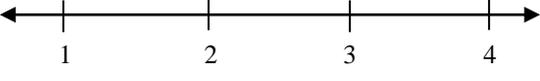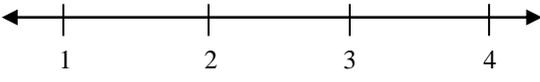
Students will:

Geometry

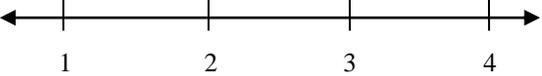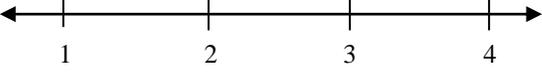| Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
11. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. [7-G1]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Geometry

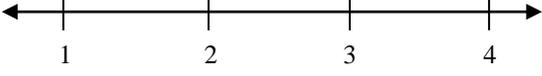| Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
12. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. [7-G2]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Geometry

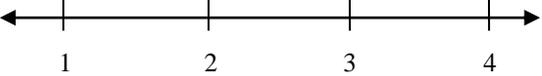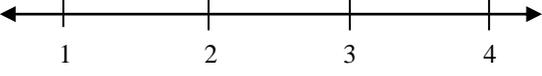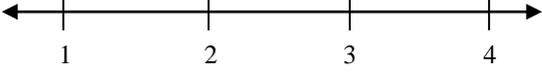| Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
13. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. [7-G3]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Geometry

Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
14. Know the formulas for the area and circumference of a circle, and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. [7-G4]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7
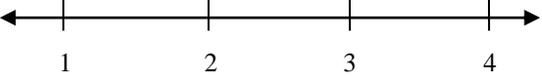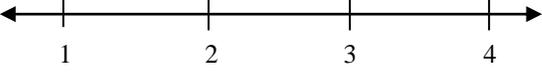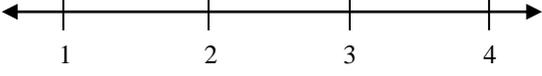
Students will:

Geometry

Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
15. Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. [6-G5]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Students will:

Geometry

Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
16. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. [7-G6] **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Students will:

Statistics and Probability

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
17. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. [7-SP1]	Important Mathematical Ideas $\qquad$ 1 2 3 4 Skills and Procedures $\qquad$ 1 2 3 4 Mathematical Relationships $\qquad$ 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating $\qquad$ 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Statistics and Probability

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
18. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. [7-SP2] Example: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
19. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. [7-SP3] Example: The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 7

Students will:

Statistics and Probability

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
20. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. [7-SP4] Example: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
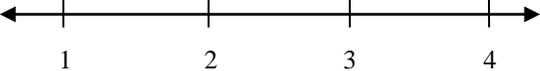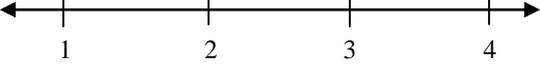**COLLEGE- AND CAREER-READY STANDARDS – GRADE 7**

Students will:

Statistics and Probability

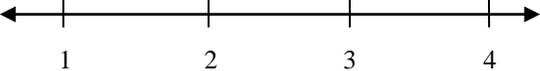| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
21. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. [7-SP5]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

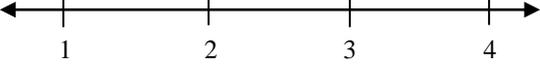| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
22. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. [7-SP6] Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Important Mathematical Ideas ⟵——1————2————3————4——⟶ Skills and Procedures ⟵——1————2————3————4——⟶ Mathematical Relationships ⟵——1————2————3————4——⟶ **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating ⟵——1————2————3————4——⟶

Students will:

Statistics and Probability

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
23. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. [7-SP7]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

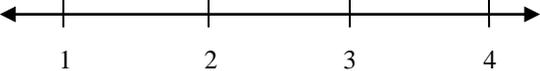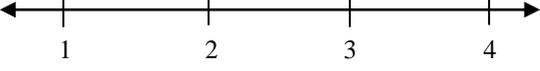| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. [7-SP7a]
 	
Example: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
	Important Mathematical Ideas
	◄──┼────┼────┼────┼──►
	  1 2 3 4
	
	Skills and Procedures
	◄──┼────┼────┼────┼──►
	  1 2 3 4
	
	Mathematical Relationships
	◄──┼────┼────┼────┼──►
	  1 2 3 4
	
	Summary/Justification/Evidence

	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating ◄──┼────┼────┼────┼──► 1 2 3 4

Students will:

Statistics and Probability

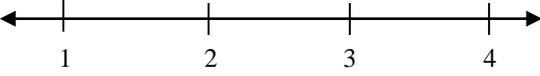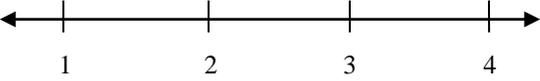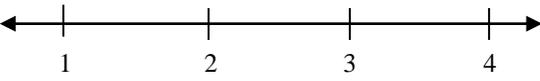| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. [7-SP7b] Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

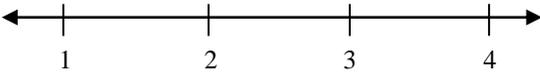| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
24. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]	Important Mathematical Ideas ⟵—┼————┼————┼————┼—⟶ 1 2 3 4 Skills and Procedures ⟵—┼————┼————┼————┼—⟶ 1 2 3 4 Mathematical Relationships ⟵—┼————┼————┼————┼—⟶ 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating ⟵—┼————┼————┼————┼—⟶ 1 2 3 4

Students will:

Statistics and Probability

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. [7-SP8a]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

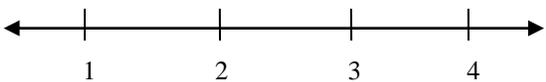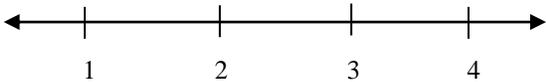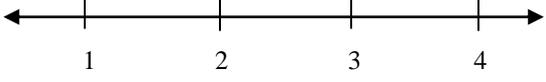| Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. [7-SP8b]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Design and use a simulation to generate frequencies for compound events. [7-SP8c] Example: Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	**Important Mathematical Ideas** 1 —— 2 —— 3 —— 4 **Skills and Procedures** 1 —— 2 —— 3 —— 4 **Mathematical Relationships** 1 —— 2 —— 3 —— 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 —— 2 —— 3 —— 4

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
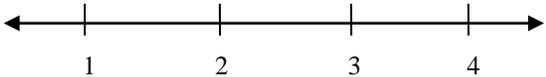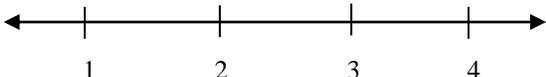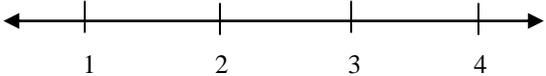**Additional Criteria and Indicators**

Content

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Content is designed for students of varied abilities and understanding.	**Overall Rating** 1 2 3 4
2. Content is free of bias and/or controversial information.	**Overall Rating** 1 2 3 4
3. Content includes strategies for vocabulary instruction and graphic organizers.	**Overall Rating** 1 2 3 4
4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
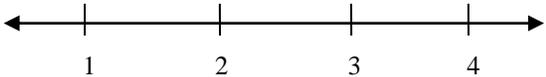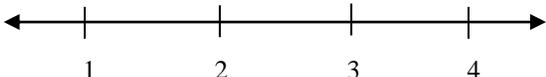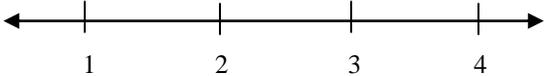**Additional Criteria and Indicators**

Technology

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Technology support and suggestions for appropriate use of multimedia resources are provided.	**Overall Rating** 1 2 3 4
2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.	**Overall Rating** 1 2 3 4
3. Textbook and supplemental Contents are available online and/or on CD-ROM.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
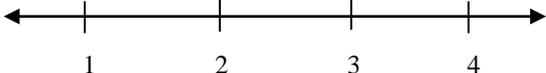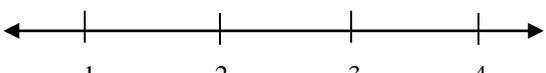**Additional Criteria and Indicators**

Assessment

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Some assessments are designed to measure student understanding above the knowledge level.	**Overall Rating** 1 2 3 4
2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction.	**Overall Rating** 1 2 3 4
3. Rubrics are provided for grading some assignments.	**Overall Rating** 1 2 3 4
4. Some opportunities are provided for students to check their own understanding.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
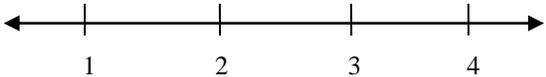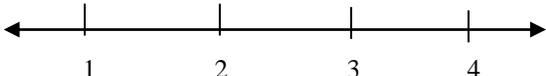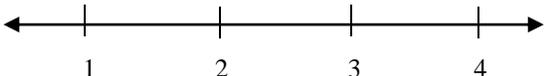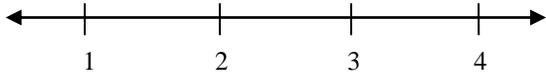**Additional Criteria and Indicators**

Assessment (Continued)

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.	**Overall Rating** 1 2 3 4
6. Multiple means of assessments are used, informal as well as formal.	**Overall Rating** 1 2 3 4
7. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
Additional Criteria and Indicators

Instruction

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Teacher guide provides suggestions for how to demonstrate/model skills or use of knowledge.	**Overall Rating** 1 2 3 4
2. Teacher guide offers alternative instructional strategies for advanced learners, struggling learners, ELL and Sp. Ed.	**Overall Rating** 1 2 3 4
3. Teacher guide suggests multiple opportunities for students to demonstrate understanding.	**Overall Rating** 1 2 3 4
4. Teacher guide provides opportunities for guided practice and scaffolded support.	**Overall Rating** 1 2 3 4
5. Teacher guide includes suggestions to diagnose student errors, explanations of how these errors may be corrected, and how to further develop student ideas.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**