

Math Textbook Reviews:

Section 1, August 2014

Publisher: Agile Mind

Textbook Title: Statistics

Grade band: High school advanced math

Focus Metrics	
A. In any single course, 100% of the content standards are present in the materials for that course	Yes
B. Topics from earlier courses are used to support course-level work. Content from prior course is clearly indicated as such.	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes:	

Rigor Metrics	
A. For the widely applicable prerequisites, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.	Yes
B. High quality problems and questions designed to invite exploration and support conceptual understanding are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations.	Yes
C. Materials support the development of fluency, including opportunities to practice algebraic manipulation and computation, appropriately apply tools, and use technology. Sometimes problems are purely procedural, none are based on non-mathematical tricks or mnemonics.	Yes
Does this textbook meet the requirements for rigor?	Yes
Justification/Notes:	

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers: n/a

SECTION 2

Agile Minds	AP Statistics (online)	
	Number rating	Comments
6a Materials connect the math practices to the content standards in meaningful and intentional ways. The	2	

development of the practices is well-grounded in content and not in isolation.		
6b Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Problems and activities present opportunities for students to make use of and exhibit the practices as they work on content.	1	The content does not overtly explain the role of the practice standards in the classroom and in student's mathematical development. It does present opportunities for students to make use of and exhibit the practices as they work on content.
6c Particular attention is given to: MP3 - Construct viable arguments and critique the reasoning of others: Students are encouraged 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 course.	2	
6d Particular attention is given to: MP4 - Model with mathematics: Students should be given opportunities to apply mathematics learned in novel situations, with an appropriate tradeoff between the complexity and novelty of the problem and the newness of the content they are asked to use. Modeling problems should draw heavily from major work of the grade level or securely-held content, integrated across multiple domains/clusters where appropriate. Standards with explicit expectations for modeling are indicated with a star (*).	2	
7a Connections are made within a course between clusters and domains, where these	2	

connections are appropriate and natural.		
7b Materials are vertically coherent with previous courses and these connections are made clear in the materials. Materials include attention to the development of the math practices appropriate to the level of the course.	2	The idea of materials being vertically coherent to a stats course implies a previous stats course. Although there are previous stats topics taught in earlier math courses(mean, standard deviation, etc), they are addressed at an appropriate level here as well. There is no connection made <u>per se</u> , but the delivery is appropriate to the course.
8a Materials support teachers in ways such as the following: planning(including ideas for pacing), introducing lessons, assessment types, vocabulary.	2	
8b Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.	2	The examples and the problems are engaging & interesting.
8c. Materials include supports for all learners, e.g., EL, students who are below grade level, advanced students.	0	No evidence is shown for support for all learners.