Vendor: Savvas

Title: envision Mathematics Tennessee

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Savvas begins at 3:33:38.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	83%	• Each lesson also has a connection to prior learning in the coherence piece of the Lesson Overview. • Every unit has a minimum of three tasks where students can engage in mathematical discourse. These tasks have multiple-entry points and at least two strategies or representations. • Every topic includes a "3-ACT Math" task where students are given a real-world task. Students participate in 3-ACTs (Hook, Model, Solution) to respond to the task. In addition, every lesson within the materials include a "Problem Solving Task" called "Solve & Share". The tasks presented throughout the materials ask for multiple entry-points and can be solved using a minimum of 2 solution strategies and/or representations.	92%	• All 8 Mathematical Practice Standards are present in all the units. Each mathematical practice is embedded in at least one task, problem, or model in each unit. • In the teacher materials, the Math practice standards are clearly identified in three places throughout the unit: the Topic Planner pages, the Math Practices and ETP pages, and each individual Lesson Overview. • In the student materials, an "I can" statement appears at the bottom of the Solve and Share page that addressed the key mathematical practice standard for the lesson. This aligns directly with the information about mathematical practice standards on the Lesson Overview pages in the teacher guide. • For each mathematical practice introduced before Topic 1, the materials support students in discussing and articulating mathematical ideas aligned to the practice. Within each lesson throughout all the materials, students either write or verbally justify their thoughts, as well as discuss and articulate mathematical ideas.	92%	• Materials include support for English Language Learners in a couple of locations throughout the lessons. The materials tell where to look for support with English Language Learners in the lesson on the Lesson Overview Page. In the lesson, specific scripting is included to help teachers address the needs of English Language Learners. Support for students with disabilities is present in lessons. There are prompts for error intervention on the sidebar of the teacher edition in each lesson. The materials prepare teachers to address common misconceptions. • At the end of each lesson, there is a section to assess and differentiate. This includes reteaching materials that address the learning target of the day but provides more scaffolding for students who need support to access the grade-level standards. • The Topic Overview pages also direct teachers to different interventions that are available to support every student in accessing grade-level standards, including students with disabilities and English Language Learners.
1	83%	• Each lesson also has a connection to prior learning in the coherence piece of the Lesson Overview. • Every unit has a minimum of three tasks where students can engage in mathematical discourse. These tasks have multiple-entry points and at least two strategies or representations. • Every topic includes a "3-ACT Math" task where students are given a real-world task. Students	96%	• All 8 Mathematical Practice Standards are present in all the units. Each mathematical practice is embedded in at least one task, problem, or model in each unit. • In the teacher materials, the Math practice standards are clearly identified in three places throughout the unit: the Topic Planner pages, the Math Practices and ETP pages, and each individual Lesson Overview.	92%	• Materials include support for English Language Learners in a couple of locations throughout the lessons. The materials tell where to look for support with English Language Learners in the lesson on the Lesson Overview Page. In the lesson, specific scripting is included to help teachers address the needs of English Language Learners. Support for students with disabilities is present in lessons. There are prompts for error intervention on the sidebar of the teacher edition in each

		participate in 3-ACTs (Hook, Model, Solution) to respond to the task. In addition, every lesson within the materials include a "Problem Solving Task" called "Solve & Share". The tasks presented throughout the materials ask for multiple entry-points and can be solved using a minimum of 2 solution strategies and/or representations.		• In the student materials, an "I can" statement appears at the bottom of the Solve and Share page that addressed the key mathematical practice standard for the lesson. This aligns directly with the information about mathematical practice standards on the Lesson Overview pages in the teacher guide. • For each mathematical practice introduced before Topic 1, the materials support students in discussing and articulating mathematical ideas aligned to the practice. Within each lesson throughout all the materials, students either write or verbally justify their thoughts, as well as discuss and articulate mathematical ideas.		lesson. The materials prepare teachers to address common misconceptions. • At the end of each lesson, there is a section to assess and differentiate. This includes reteaching materials that address the learning target of the day but provides more scaffolding for students who need support to access the grade-level standards. • The Topic Overview pages also direct teachers to different interventions that are available to support every student in accessing grade-level standards, including students with disabilities and English Language Learners.
2	81%	• Each lesson also has a connection to prior learning in the coherence piece of the Lesson Overview. • Every unit has a minimum of three tasks where students can engage in mathematical discourse. These tasks have multiple-entry points and at least two strategies or representations. • Every topic includes a "3-ACT Math" task where students are given a real-world task. Students participate in 3-ACTs (Hook, Model, Solution) to respond to the task. In addition, every lesson within the materials include a "Problem Solving Task" called "Solve & Share". The tasks presented throughout the materials ask for multiple entry-points and can be solved using a minimum of 2 solution strategies and/or representations.	96%	• All 8 Mathematical Practice Standards are present in all the units. Each mathematical practice is embedded in at least one task, problem, or model in each unit. • In the teacher materials, the Math practice standards are clearly identified in three places throughout the unit: the Topic Planner pages, the Math Practices and ETP pages, and each individual Lesson Overview. • In the student materials, an "I can" statement appears at the bottom of the Solve and Share page that addressed the key mathematical practice standard for the lesson. This aligns directly with the information about mathematical practice standards on the Lesson Overview pages in the teacher guide. • For each mathematical practice introduced before Topic 1, the materials support students in discussing and articulating mathematical ideas aligned to the practice. Within each lesson throughout all the materials, students either write or verbally justify their thoughts as well as discuss and articulate mathematical ideas.	92%	• Materials include support for English Language Learners in a couple of locations throughout the lessons. The materials tell where to look for support with English Language Learners in the lesson on the Lesson Overview Page. In the lesson, specific scripting is included to help teachers address the needs of English Language Learners. Support for students with disabilities is present in lessons. There are prompts for error intervention on the sidebar of the teacher edition in each lesson. The materials prepare teachers to address common misconceptions. • At the end of each lesson, there is a section to assess and differentiate. This includes reteaching materials that address the learning target of the day but provides more scaffolding for students who need support to access the grade-level standards. • The Topic Overview pages also direct teachers to different interventions that are available to support every student in accessing grade-level standards, including students with disabilities and English Language Learners.

3	91%	• Within each scope, the "Explore" activities were a consistent source of rich math tasks. When there were not three qualifying tasks in the "Explore" activities, additional tasks could be credited in other areas (such as in the "Explain" or "Elaborate" activities). • "Misconceptions and Obstacles" (in the "Home" tab of each Scope, under "Content Support") lists potential areas of difficulty with descriptions/examples, but no guidance yet provided on how to instructionally address the identified misconceptions. "Possible Preconceptions" (in the "Engage" tab, under "Foundation Builder") describes the possible problematic misconceptions and offers "suggested solutions" for each. • These materials provide a good source of educative support within each scope and provide consistent guidance regarding student misconceptions. • Each unit requires students to show multiple representations of skills being learned.	89%	• Academic vocabulary is featured in these materials. The vocabulary aligns with the standards but is not limited to the standards. • Student discourse about math is consistently encouraged and supported in this resource. Additionally, the Student Journal pages that accompany the "Explore" activities consistently provide opportunities for written reflections on the new skill being explored. • Math practice standards are clearly identified in the teacher materials only. • Teachers are encouraged to give their students time to work with students in the Explore section. Students are also encouraged to express their thoughts in the Student Journal and the Math Chats.	83%	• Instructional Supports (in the "Explore" tab, within each Explore activity) provides the teachers with lesson-specific, skill-specific strategies for struggling learners. "Language Acquisition Strategy" (also in the "Explore" tab, within each Explore activity) offers teachers support for a student's English language development. Student handouts also available in Spanish. While lessons are not labeled as such in this curriculum resource, these supports are a consistent feature throughout the materials. • The curriculum offers concrete math manipulatives, then representational, then abstract. There are small group intervention and acceleration ideas for all students.
4	89%	• Within each scope, the "Explore" activities were a consistent source of rich math tasks. When there were not three qualifying tasks in the "Explore" activities, additional tasks could be credited in other areas (such as in the "Explain" or "Elaborate" activities). • "Misconceptions and Obstacles" (in the "Home" tab of each Scope, under "Content Support") lists potential areas of difficulty with descriptions/examples, but no guidance yet provided on how to instructionally address the identified misconceptions. "Possible Preconceptions" (in the "Engage" tab, under "Foundation Builder") describes the possible problematic misconceptions and offers "suggested solutions" for each.	96%	• Academic vocabulary is featured in these materials. The vocabulary aligns with the standards but is not limited to the standards. • Student discourse about math is consistently encouraged and supported in this resource. Additionally, the Student Journal pages that accompany the "Explore" activities consistently provide opportunities for written reflections on the new skill being explored. • Math practice standards are clearly identified in the teacher materials only. • Teachers are encouraged to give their students time to work with students in the Explore section. Students are also encouraged to express their thoughts in the Student Journal and the Math Chats.	92	• Instructional Supports (in the "Explore" tab, within each Explore activity) provides the teachers with lesson-specific, skill-specific strategies for struggling learners. "Language Acquisition Strategy" (also in the "Explore" tab, within each Explore activity) offers teachers support for a student's English language development. Student handouts also available in Spanish. While lessons are not labeled as such in this curriculum resource, these supports are a consistent feature throughout the materials. • The curriculum offers concrete math manipulatives, then representational, then abstract. There are small group intervention and acceleration ideas for all students.

		• These materials provide a good source of educative support within each scope and provide consistent guidance regarding student misconceptions. • Each unit requires students to show multiple representations of skills being learned.				
5	93%	• Within each scope, the "Explore" activities were a consistent source of rich math tasks. When there were not three qualifying tasks in the "Explore" activities, additional tasks could be credited in other areas (such as in the "Explain" or "Elaborate" activities). • "Misconceptions and Obstacles" (in the "Home" tab of each Scope, under "Content Support") lists potential areas of difficulty with descriptions/examples, but no guidance yet provided on how to instructionally address the identified misconceptions. "Possible Preconceptions" (in the "Engage" tab, under "Foundation Builder") describes the possible problematic misconceptions and offers "suggested solutions" for each. • These materials provide a good source of educative support within each scope and provide consistent guidance regarding student misconceptions. • Each unit requires students to show multiple representations of skills being learned.	100%	• Academic vocabulary is featured in these materials. The vocabulary aligns with the standards but is not limited to the standards. • Student discourse about math is consistently encouraged and supported in this resource. Additionally, the Student Journal pages that accompany the "Explore" activities consistently provide opportunities for written reflections on the new skill being explored. • Math practice standards are clearly identified in the teacher materials only. • Teachers are encouraged to give their students time to work with students in the Explore section. Students are also encouraged to express their thoughts in the Student Journal and the Math Chats.	92%	• Instructional Supports (in the "Explore" tab, within each Explore activity) provides the teachers with lesson-specific, skill-specific strategies for struggling learners. "Language Acquisition Strategy" (also in the "Explore" tab, within each Explore activity) offers teachers support for a student's English language development. Student handouts also available in Spanish. While lessons are not labeled as such in this curriculum resource, these supports are a consistent feature throughout the materials. • The curriculum offers concrete math manipulatives, then representational, then abstract. There are small group intervention and acceleration ideas for all students.
6	78%	• Connections to content from prior grades that are explicitly connected to grade level-work are clearly identified in the teacher materials. Connections to prior grades learning and/or strategies are not clear in student materials. • Materials embed a minimum of 3 tasks in every unit. Very few tasks have multiple entry points. Most prescribe a specific solution strategy or representation rather than allowing for student choice	83%	• Math practice standards are clearly identified in the teacher materials. In the student materials, lesson openers each include a "focus on math practices" prompt. • Each lesson includes a "Do You Understand?" section that prompts students to explain their thinking. Teacher materials include question prompts for students to verbally justify their thoughts. • Mathematical vocabulary is introduced and used throughout. There are also vocabulary supports embedded in every lesson and at	83%	• Teacher materials include question prompts for English Language Learners, Response to Intervention and Enrichment. • Remediation is provided in the online tools for this curriculum. The assigned end-of-lesson quiz allows teachers to know which remediations and enrichments students need based on their performance. However, these must be accessed online. Additionally, recommended supports, accommodations, and modifications were listed in each lesson for specific items, but overwhelmingly most questions and resources did not provide these supports DURING the lesson. Most RTI, enrichment,

		or connections between representations. • The structure of the materials in this curriculum does allow students to have multiple opportunities to work problems within each lesson. Overwhelmingly, these cover the full breadth of the standard(s) in the lesson and are in alignment with the state standards. • In each lesson, there are points where the teacher's edition will address anticipated student misconceptions and provide advice about the misconceptions.		the beginning of every unit for the teacher to see.		and ELL supports focused on specific items but not necessarily modifications to help students access the standard in its entirety.
7	78%	• Each scope (chapter) has a Content Support which includes vertical alignment. Connections to content from prior grades that are explicitly connected to grade level-work are clearly identified in the teacher materials. Connections to prior grades learning and/or strategies are not clear in student materials. • Materials embed a minimum of 3 tasks in every unit. Very few tasks have multiple entry points. Most prescribe a specific solution strategy or representation rather than allowing for student choice or connections between representations. • The structure of the materials in this curriculum does allow students to have multiple opportunities to work problems within each lesson. Overwhelmingly, these cover the full breadth of the standard(s) in the lesson and are in alignment with the state standards. • In each lesson, there are points where the teacher's edition will address anticipated student misconceptions and provide advice about the misconceptions.	83%	• Math practice standards are clearly identified in the teacher materials. In the student materials, lesson openers each include a "focus on math practices" prompt. • Each lesson includes a "Do You Understand?" section that prompts students to explain their thinking. Teacher materials include question prompts for students to verbally justify their thoughts. • Mathematical vocabulary is introduced and used throughout. There are also vocabulary supports embedded in every lesson and at the beginning of every unit for the teacher to see.	83%	• Teacher materials include question prompts for English Language Learners, Response to Intervention and Enrichment. • Remediation is provided in the online tools for this curriculum. The assigned end-of-lesson quiz allows teachers to know which remediations and enrichments students need based on their performance. However, these must be accessed online. Additionally, recommended supports, accommodations, and modifications were listed in each lesson for specific items, but overwhelmingly most questions and resources did not provide these supports DURING the lesson. Most RTI, enrichment, and ELL supports focused on specific items but not necessarily modifications to help students access the standard in its entirety.
8	78%	• Connections to content from prior grades that are explicitly connected to grade level-work are clearly identified in the teacher materials. Connections to	83%	• Math practice standards are clearly identified in the teacher materials. In the student materials, lesson openers each include a "focus on math practices" prompt.	83%	• Teacher materials include question prompts for English Language Learners, Response to Intervention and Enrichment. • Remediation is provided in the online tools for this curriculum. The assigned end-of-

		prior grades learning and/or strategies are not clear in student materials. • Materials embed a minimum of 3 tasks in every unit. Very few tasks have multiple entry points. Most prescribe a specific solution strategy or representation rather than allowing for student choice or connections between representations. • The structure of the materials in this curriculum does allow students to have multiple opportunities to work problems within each lesson. Overwhelmingly, these cover the full breadth of the standard(s) in the lesson and are in alignment with the state standards. • In each lesson, there are points where the teacher's edition will address anticipated student misconceptions and provide advice about the misconceptions.		• Each lesson includes a "Do You Understand?" section that prompts students to explain their thinking. Teacher materials include question prompts for students to verbally justify their thoughts. • Mathematical vocabulary is introduced and used throughout. There are also vocabulary supports embedded in every lesson and at the beginning of every unit for the teacher to see.		lesson quiz allows teachers to know which remediations and enrichments students need based on their performance. However, these must be accessed online. Additionally, recommended supports, accommodations, and modifications were listed in each lesson for specific items, but overwhelmingly most questions and resources did not provide these supports DURING the lesson. Most RTI, enrichment, and ELL supports focused on specific items but not necessarily modifications to help students access the standard in its entirety.
Algebra 1	83%	• Every topic has 1 explicit "3 act task" but within every lesson there is a "performance task". • If a standard was not fully addressed to its proper depth within the textbook the ancillary materials provide that depth in the "enrichment" worksheets. • Math background: Coherence connects prior learning and future learning. Present at the beginning of each topic(unit). • Every lesson includes potential mistakes and misconceptions as well as potential ways to address the mistake. • Some topics are unfolded using CRA, but not all. There are digital manipulatives, but there is not an emphasis on concrete. There are many representations and an emphasis on the abstract. • Quick reviews, Mixed reviews online (there is not clear evidence of intentional spirals).	92%	• Students are asked application problems in every lesson but are not always asked to verbalize their understanding in whole group or small group discussion. • Highlighted SMP's are explicitly stated at the beginning of each topic. Questioning strategies for teachers are also included to target the highlighted SMP's. • In the student edition, SMP's are highlighted throughout each lesson with practical prompts or guiding questions. Each practice and problem-solving section have problems that specifically address MP's and are explicitly labeled to indicate which SMPs are addressed by the problem. • Every topic (unit) has performance assessments and 3-Act tasks. Each lesson has some justification with "explain" or "justify". There are also Error Analysis.	92%	• ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds. • Throughout each topic, suggestions for advanced, struggling, and ELL students are regularly provided. Each lesson had additional materials to differentiate and enrich. Some lessons contain small quizzes with mastery criteria outlined for each level and suggested remediation or enrichment based on the mastery criteria. Common errors and teacher prompts are consistently included in the concept summaries at the beginning of each lesson.
Geometry	83%	• Every topic has 1 explicit "3 act task" but within every lesson there is a "performance task".	92%	• Students are asked application problems in every lesson but are not always asked to verbalize their	92%	• ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds.

		• If a standard was not fully addressed to its proper depth within the textbook the ancillary materials provide that depth in the "enrichment" worksheets. • Math background: Coherence connects prior learning and future learning. Present at the beginning of each topic(unit). • Every lesson includes potential mistakes and misconceptions as well as potential ways to address the mistake. • Some topics are unfolded using CRA, but not all. There are digital manipulatives, but there is not an emphasis on concrete. There are many representations and an emphasis on the abstract. • Quick reviews, Mixed reviews online (there is not clear evidence of intentional spirals).		understanding in whole group or small group discussion. • Highlighted SMP's are explicitly stated at the beginning of each topic. Questioning strategies for teachers are also included to target the highlighted SMP's. • In the student edition, SMP's are highlighted throughout each lesson with practical prompts or guiding questions. Each practice and problem-solving section have problems that specifically address MP's and are explicitly labeled to indicate which SMPs are addressed by the problem. • Every topic (unit) has performance assessments and 3-Act tasks. Each lesson has some justification with "explain" or "justify". There are also Error Analysis.		• Throughout each topic, suggestions for advanced, struggling, and ELL students are regularly provided. Each lesson had additional materials to differentiate and enrich. Some lessons contain small quizzes with mastery criteria outlined for each level and suggested remediation or enrichment based on the mastery criteria. Common errors and teacher prompts are consistently included in the concept summaries at the beginning of each lesson.
Algebra 2	83%	• Every topic has 1 explicit "3 act task" but within every lesson there is a "performance task". • If a standard was not fully addressed to its proper depth within the textbook the ancillary materials provide that depth in the "enrichment" worksheets. • Math background: Coherence connects prior learning and future learning. Present at the beginning of each topic(unit). • Every lesson includes potential mistakes and misconceptions as well as potential ways to address the mistake. • Some topics are unfolded using CRA, but not all. There are digital manipulatives, but there is not an emphasis on concrete. There are many representations and an emphasis on the abstract. • Quick reviews, Mixed reviews online (there is not clear evidence of intentional spirals).	92%	• Students are asked application problems in every lesson but are not always asked to verbalize their understanding in whole group or small group discussion. • Highlighted SMP's are explicitly stated at the beginning of each topic. Questioning strategies for teachers are also included to target the highlighted SMP's. • In the student edition, SMP's are highlighted throughout each lesson with practical prompts or guiding questions. Each practice and problem-solving section have problems that specifically address MP's and are explicitly labeled to indicate which SMPs are addressed by the problem. • Every topic (unit) has performance assessments and 3-Act tasks. Each lesson has some justification with "explain" or "justify". There are also Error Analysis.	92%	• ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds. • Throughout each topic, suggestions for advanced, struggling, and ELL students are regularly provided. Each lesson had additional materials to differentiate and enrich. Some lessons contain small quizzes with mastery criteria outlined for each level and suggested remediation or enrichment based on the mastery criteria. Common errors and teacher prompts are consistently included in the concept summaries at the beginning of each lesson.
Integrated Math 1	93%	• Every unit connects to previous and future grade-level work. • Each lesson opens with an exploration (many of which are Desmos), a 3 Act Math Task for each unit, and a STEM project for each unit (topic).	92%	• Each lesson embeds the 8 math practice standards. • Justification is found throughout the text. Each lesson requires students to articulate their ideas. • The SMPs are identified in TE but not SE.	83%	• Recommended supports are clear and helpful. • Overview specifically says every lesson. "ELL principles based on research and best practices from the instructional support." • Listening, speaking, reading, writing

		• Each lesson reaches grade-level expectations and covers the full breadth of the standard. • Common misconceptions are noted throughout the text and provide ideas to address them. • There is some spiral review in every unit. This primarily exists in the practice problems. • Focus, coherence, & rigor are described in each lesson's overview as well as each topic's overview. PD videos • Comprehensive overviews at each lesson • Each lesson has at least one example that focuses on conceptual understanding and one that highlights application—indicated in blue letters in student companion as well "understand" "apply" "practice". • Topic overview indicates math background for rigor for all three types of rigor. • Online readiness assessment will assign problems students need. "If students take the lesson quiz online, it will be automatically scored, and appropriate differentiated practice will be assigned based on student performance"		• Overview & standards alignment document provides explanations and a non-exhaustive list of examples of the SMPs and literacy skills in the curriculum AND, ETP icon to highlight Teaching Practices. • Student companion includes vocabulary questions for students to make sense of the terminology. Math literacy and vocabulary printable pages.		• Bilingual glossary. Multilingual handbook provides glossary in 10 different languages.
Integrated Math 2	93%	• Every unit connects to previous and future grade-level work. • Each lesson opens with an exploration (many of which are Desmos), a 3 Act Math Task for each unit, and a STEM project for each unit (topic). • Each lesson reaches grade-level expectations and covers the full breadth of the standard. • Common misconceptions are noted throughout the text and provide ideas to address them. • There is some spiral review in every unit. This primarily exists in the practice problems. • Focus, coherence, & rigor are described in each lesson's overview as well as each topic's overview. PD videos	92%	• Each lesson embeds the 8 math practice standards. • Justification is found throughout the text. Each lesson requires students to articulate their ideas. • The SMPs are identified in TE but not SE. • Overview & standards alignment document provides explanations and a non-exhaustive list of examples of the SMPs and literacy skills in the curriculum AND, ETP icon to highlight Teaching Practices. • Student companion includes vocabulary questions for students to make sense of the terminology. Math literacy and vocabulary printable pages. •	83%	• Recommended supports are clear and helpful. • Overview specifically says every lesson. "ELL principles based on research and best practices from the instructional support." • Listening, speaking, reading, writing • Bilingual glossary. Multilingual handbook provides glossary in 10 different languages.

		• Comprehensive overviews at each lesson • Each lesson has at least one example that focuses on conceptual understanding and one that highlights application—indicated in blue letters in student companion as well "understand" "apply" "practice". • Topic overview indicates math background for rigor for all three types of rigor. • Online readiness assessment will assign problems students need. "If students take the lesson quiz online, it will be automatically scored, and appropriate differentiated practice will be assigned based on student performance"				
Integrated Math 3	93%	• Every unit connects to previous and future grade-level work. • Each lesson opens with an exploration (many of which are Desmos), a 3 Act Math Task for each unit, and a STEM project for each unit (topic). • Each lesson reaches grade-level expectations and covers the full breadth of the standard. • Common misconceptions are noted throughout the text and provide ideas to address them. • There is some spiral review in every unit. This primarily exists in the practice problems. • Focus, coherence, & rigor are described in each lesson's overview as well as each topic's overview. PD videos • Comprehensive overviews at each lesson • Each lesson has at least one example that focuses on conceptual understanding and one that highlights application—indicated in blue letters in student companion as well "understand" "apply" "practice". • Topic overview indicates math background for rigor for all three types of rigor. • Online readiness assessment will assign problems students need.	92%	• Each lesson embeds the 8 math practice standards. • Justification is found throughout the text. Each lesson requires students to articulate their ideas. • The SMPs are identified in TE but not SE. • Overview & standards alignment document provides explanations and a non-exhaustive list of examples of the SMPs and literacy skills in the curriculum AND, ETP icon to highlight Teaching Practices. • Student companion includes vocabulary questions for students to make sense of the terminology. Math literacy and vocabulary printable pages. •	83%	• Recommended supports are clear and helpful. • Overview specifically says every lesson. "ELL principles based on research and best practices from the instructional support." • Listening, speaking, reading, writing • Bilingual glossary. Multilingual handbook provides glossary in 10 different languages.

		"If students take the lesson quiz online, it will be automatically scored, and appropriate differentiated practice will be assigned based on student performance"				

Vendor: Savvas

Title: Demana, Precalculus: Graphical, Numerical, and Algebraic

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Savvas begins at 3:33:38.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Precalculus	67%	• There is a Looking Ahead to Calculus throughout. Also, the book begins with a Pre-Requisite section from the previous high school courses. • There are margin notes that provide insight to help students avoid common pitfalls and errors. • The materials do not provide extensive support for the teacher. There are digital resources that can be paired with hardback text to better address topics. • Every section has a Quick Review helping students review skills needed for that section.	56%	• The math practices are embedded in each section and unit, but not marked or identified. There is a downloadable document with Math Practices Observational Protocol. • This text is built on a problem-solving approach.	63%	• Teacher notes contain "Helping with English Learners", but there is no resource for SWD. • Hardback book plus digital resources (Math XL and MyLabMath).

Vendor: Savvas

Title: Sullivan, Precalculus: Enhanced with Graphic Utilities

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Savvas begins at 3:33:38.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Precalculus	67%	• Limited teacher tools in text (More online resources). • More focus on representational and abstract with no mention of concrete (manipulatives). Mostly graphs and equations/formulas. • "Retain Your Knowledge" problems allow students to practice content learned in the course. There is not a full review in every unit. • The text includes a pre-req. appendix to reinforce skills needed for the course. The teacher may choose to use this section to best meet the needs of students. Each section in the book refers to this section at the beginning to help support student learning when needed. • There are no adult-level explanations for support of teaching with the materials. The teacher's edition is almost identical to the student edition of the text and does not offer support for teaching practices that are effective to use with the text. • Each problem set thoroughly covers the lessons procedurally, conceptually, and through applications and is aligned to grade-level work as presented in the lessons.	56%	• There are problems/exercises throughout the text, but there is no intentionality to acknowledge the SMPs. • This text does support discussing mathematical ideas. There are exercises in each lesson and chapter that ask students to justify their thoughts. • By nature of the course, the math practices are present, but the book does not offer teacher notes about how the practices are applied in the lessons	50%	• The lessons do not include recommendations for accommodations and modifications for SWD and ELL students.

Vendor: Savvas

Title: Blitzer, Precalculus

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Savvas begins at 3:33:38.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Precalculus	67%	• Explanatory Voice Balloons address common thoughts/mistakes. • The materials do not have a large set of supports for teachers explaining the standards or the math. • The book begins with a Pre-Requisite section from the previous high school courses. • Every lesson includes multiple examples, but the teacher would need to support multiple solution strategies and incorporate a more problem-based approach to fully meet the expectations of this rubric measure. However, the text does offer exercises that can be used as group activities in most lessons. The teacher would need to plan to incorporate these as part of their lesson without the support of the textbook's guidance.	56%	• The practices are used, but there is no specific identification which limits the clarity of "every unit". • This text does support discourse and mathematically justifying. • Vocabulary is appropriate to the course and aligned to the language of the standards and to the grade-level work of the course. • At the teacher's discretion, lessons can include writing prompts and group activities, but these approaches are not directly used by the book to be a part of the lesson.	50%	• Hardback text plus digital resources (MyLab Math, Digital videos, PowerPoints, Interactive tools, GeoGebra). • No recommendation for SWD. MyLab Math student resources have multiple resources for remediation/enrichment. • Considerations for ELL and students with disabilities are not provided by the text.

Vendor: Savvas

Title: Demana, Calculus: Graphical, Numerical, and Algebraic

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Savvas begins at 3:33:38.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Calculus	78%	• The book begins with a Pre-Requisite section from the previous high school courses. • Each unit has multiple tasks, and the text is based on problem solving. • The materials do not provide extensive support for the teacher. There are digital resources that can be paired with hardback text to better address topics. • Every section has a Quick Review helping students review skills needed for that section. • The book uses a numeric, algebraic, and graphic approach to presenting the mathematical content. Most lessons use a combination of at least two of the representations to show students the concepts and meet the aspects of rigor required by the standard.	63%	• The math practices are embedded in each section and unit, but not marked or identified. There is a downloadable document with Math Practices Observational Protocol. • This text is built on a problem-solving approach. • At the teacher's discretion, lessons can include writing prompts and group activities, but these problems are not directly used by the book to be a part of the lesson.	50%	• Teacher notes contain "Helping with English Learners", but there is no resource for SWD. • ELL support is present in most lessons, but accommodation for students with disabilities is not provided by the book.

Vendor: Savvas

Title: Bock, Stats in Your World

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Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Statistics	61%	• Each lesson comes with a teacher guide that has adult level explanation and guidance on how to address the material with fidelity. • Multiple representations are present in the text when possible. For example, Venn diagrams, histogram, scatter plots, etc. • Nearly all standards have multiple occurrences throughout the text.	67%	• The eight math practice standards are inherent in each and every unit as students try to make sense of data, reason quantitatively, and critique the reasoning of others. • The 8 practices are represented in the text, but they are not explicitly called out. • The "step by step" example in each lesson provides a question and an answer to model this practice for Ss, but the text does not have supports for Ss to verbally justify their thoughts in an exploration.	50%	• Little to no support is given to teachers for supporting Students with Disabilities and English Language Learners.

Vendor: Savvas

Title: Larson, Elementary Statistics: Pictures the World

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Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Statistics	69%	• In each chapter, there is a “where you have been” and a “where you’re going” to explain to students how the chapter relates and builds upon prior learning. • There are many tasks throughout each unit. • Each chapter comes with adult level explanations, but it is not very detailed. • Examples followed by *try it* and exercises for each lesson.	67%	• The math vocabulary is a major focus and is listed at the end of each chapter with definitions and examples. • Students are tasked with explaining their reasoning and writing their thoughts about the statistical analysis. • The "try it" problems have Ss write and interpret and many of the "note to instructor" indicate questions for Ts to pose to the class.	50%	• No support is given to teachers for supporting Students with Disabilities and English Language Learners.

Vendor: Savvas

Title: Triola, Elementary Statistics

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Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Statistics	61%	• There are multiple tasks throughout each unit that have multiple solution strategies (especially with the use of multiple types of technology) • There are occasionally notes in the margin that point the instructor to common misconceptions, but there aren't very many throughout the book. • There are numerous tasks in each unit. • The text includes notes to the instructor throughout each lesson, but they do not necessarily address student misconceptions.	63%	• The vocabulary is aligned and pushes students to understand statistics with a high-level of understanding and vocabulary. • Students must justify their reasoning and write about their conclusions and interpretations of studies. This supports students' literacy skills for mathematical proficiency.	50%	• No supports are provided in the teacher materials for Students with Disabilities and English Language Learners to support instruction.