

Math Textbook Reviews:

Section 1, August 2014

Publisher: Agile Mind

Textbook Title: Agile Mind - CCSS Mathematics 6,  
CCSS Mathematics 7, CCSS Mathematics 8  
Grade band: 6-8

Focus Metrics	
A. In any grade, materials are designed so teachers and students spend the large majority of their time on the major work of the grade (see Appendix A, page 8), with the majority of major work introduced early in the year.	Yes
B. Topics from future grades are clearly identified as such in the materials and do not detract from focus	Yes
C. Topics from earlier grades are used to support grade-level work. Content from prior grades is clearly indicated as such.	Yes
D. The following topics are not introduced before the appropriate grade level: Gr. 8 - similarity, congruence, or geometric transformations; Gr. 7 - probability; Gr. 6 - statistical distributions and statistical association or trends; Gr. 4 - symmetry of shapes	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes: Major work is covered early in the program and comprises the majority of the material. There are no topics introduced before the appropriate grade level of introduction. Topics from future grades are not intermingled within the 6th, 7th, or 8th grade course instructional materials, so they do not detract from focus. However, topics from earlier grades are merely listed as prerequisite skills, which is understood to be content from prior grades, but it is without specific notes which refer to actual grade level or topics. The detailed description of prerequisite skills and the support for an apprentice teacher to teach those skills will have to be found elsewhere by the teacher. They are not in the support section of this online program. Only grade level standards are shown in the scope and sequence. Many school districts in Tennessee need supportive prerequisite skill materials even in a regular classroom setting so that they can adequately begin teaching the actual grade level topics.	

Rigor Metrics	
A. In the major work of the grade, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.	Yes
B. High quality problems and questions designed to invite exploration and support conceptual understanding are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations.	Yes
C. The development of procedural fluency is robust for those standards that set explicit expectations for fluency. Sometimes problems are purely procedural, and none are based on non-mathematical tricks or mnemonics.	Yes

D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation for solving real-world problems. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations.	Yes
Does this textbook meet the requirements for rigor?	Yes
Justification/Notes: The online program available to students does progress appropriately from introduction of concept, to procedural fluency and uses applications throughout. The amount of procedural fluency problems is as expected for an online program. Because there is a set amount of problems presented in this software program, the instructor would have to pull from other resources to provide more opportunity for procedural practice.	

**Were both non-negotiables in Section I met? Yes**

Optional Additional Comments from Reviewers: n/a

### **Math Textbook Reviews: Section 2**

Publisher: Agile Mind

Textbook Title: Agile Mind - CCSS Mathematics 6, CCSS Mathematics 7, CCSS Mathematics 8

Grade band: 6-8

<b>Alignment Metrics</b>	
A. Materials connect the math practices to the content standards in meaningful and intentional ways, preferentially for the major work of the grade. The development of the practices is well-grounded in content and not in isolation.	2
B. Material include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Problems and activities present opportunities for students to make use of and exhibit the practices as they work on content	1
C. 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 grade level.	2
D. Particular attention is given to MP4 - Model with mathematics: Students should be given opportunities to apply mathematics learned in novel situations, with an appropriate tradeoff between the complexity and novelty of the problem and the newness of the content they are asked to use. Modeling problems should draw heavily from major work of the grade level or securely-held content, integrated across multiple domains/clusters where appropriate.	2

<b>Coherence Metrics</b>	
A. Connections are made within a grade between clusters and domains, where these connections are appropriate and natural, as set forth by the Standards (e.g., area models to multiplication in grade 3).	2
B. For materials in a series, grade level progressions reflect the progressions as seen in the Standards, including the development of the practices. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each grade and are clearly aimed at helping students meet the Standards as written.	1

<b>Usability Metrics</b>	
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary.	1
B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.	2
C. Materials include supports for all learners, e.g., EL, students who are below grade level, advanced students.	1

<b>Sensitivity</b>	
Please use the space below to note any concerns about sensitivity with this material.	N/A

Other Comments:

The following comments refer to our justifications for scores of 1 for Section II Criteria: 5.B: This program is a student led computer program. Teachers can view reports of student performance and adjust what they may reteach with particular students according to assessment reports, however, there are minimal resources accompanying this computer program that assist a teacher in addressing how to provide additional teacher guidance, or teacher direction. 6.B: It is possible to click on the standards for other grade levels, which in effect, will indicate different topics for different grade levels, however the connections between grade levels are not readily indicated without exploring further throughout the digital interface. 7.A: Teacher planning is not addressed in detail. The program itself does provides a platform for gaining student attention with interactive and engaging animations for introducing lessons. There are also several practice sheets that can be printed also. Assessment opportunities are provided via multiple choice formats in addition to constructed response formats; however, there is a limited question bank associated with standard and grade. Standards listed are listed by Common Core without regard to state standards, of course. There is a vocabulary glossary online for the student to access online. 7.C: There is not an option to adjust delivery of the lesson introduction or examples that could be finely tuned for various learner levels. There is a read aloud option that students can select.

Assessments may be modified according to low, medium, and high level of questioning; however, the initial program content being displayed is the same for all students.

