

Publisher: Pearson Education, Inc.

Title of Material: Stats: Modeling the World

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Reviewers: _____

Meets Content Standards Alignment: _____ Yes _____ No

Meets Literacy Standards Alignment: _____ Yes _____ No

Meets Material Analysis Evaluation: _____ Yes _____ No

_____ Recommended as a: (See notes at the end of the evaluation.)

_____ *Core Program* _____ *Component Program*

_____ *Intervention Program* _____ *Supplemental/Resource*

_____ NOT Recommended – Please explain _____

(See additional notes page at end of the evaluation.)



Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>NN1: Focus and Coherence- Materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.</p>	<p>Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics (CCSSM, p. 3). Focus is necessary in order to fulfill the ambitious promise the states have made to their students by adopting the Standards: greater achievement at the college and career-ready level; greater depth of understanding of mathematics; and a rich classroom environment in which reasoning, sense-making, applications, and a range of mathematical practices flourish. In high school courses, narrowing and deepening the curriculum creates a structure that ties topics together. Thus, materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> • Common Core State Standards for Mathematics (www.corestandards.org/wpcontent/uploads/Math_Standards.pdf) • Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf) • Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites) • From the materials being evaluated: teacher guides, student texts and workbooks 	<p>Rating this Criterion:</p> <p>Non-Negotiable 1 is rated as Meets or Does Not Meet.</p> <p>To rate Non-Negotiable 1, first rate Metrics 1A–1H. Each of these eight metrics must be rated as Meets in order for Non-Negotiable 1 to be rated as Meets. Rate each metric 1A–1H as Meets or Does Not Meet/Insufficient Evidence. If the evidence examined shows that the Criterion is met, then mark the Criterion as Meets. If the evidence examined shows that the Criterion is not met—or if there is insufficient evidence to make a determination—then mark the Criterion as Does Not Meet/Insufficient Evidence. Support all ratings with evidence.</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Metric NN1A: In any single course, students spend at least 50% of their time on Widely Applicable Prerequisites.</p> <p>How to Find the Evidence: Familiarize yourself with the Widely Applicable Prerequisites. Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.) Consider time spent on the Widely Applicable Prerequisites and judge qualitatively whether students and teachers using the materials as designed will devote the majority of time to the Widely Applicable Prerequisites</p> <p>For context, read Criterion #1 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- The Widely Applicable Prerequisites for the area of statistics and probability are found throughout <i>STATS: Modeling the World</i>. Up to this point in their mathematical education, students have worked with and applied these prerequisites, and this course continues to build mastery by applying the three prerequisites throughout the course.</p> <p>S.ID.2 – Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets. Chapter 3 Displaying and Summarizing Quantitative Data Chapter 4 Understanding and Comparing Distributions Chapter 5 The Standard Deviation as a Ruler & the Normal Model</p> <p>S.ID.7 – Interpret the slope and intercept of a linear model in the context of the data. Chapter 7 Linear Regression Chapter 8 Regression Wisdom Chapter 26 Inferences for Regression</p> <p>S.IC.1 – Understand statistics as a process for making inferences about population parameters based on a random sample from that population. Chapter 11 Sample Surveys Chapter 12 Experiments and Observational Studies</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>
<p>Metric NN1B: Student work in Geometry involves significant work with applications/modeling and problems that use algebra skills.</p> <p>How to Find the Evidence: Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.)</p> <p>NOTE: Since Geometry contains relatively fewer Widely Applicable Prerequisites, this Criterion is important to help foster students' college and career readiness. Problems that use algebra skills might include, for example, algebraic geometry problems in a coordinate setting, or problems of measurement involving unknown quantities.</p>	<p>Evidence- <i>STATS: Modeling the World</i> focuses more on the domain of statistics and probability than geometry, however, geometry fundamentals and models are used throughout the course to aid in the visual understanding of data, and to make real-world application for sets of data.</p> <p>Chapter 5 Standard Deviation as a Ruler & the Normal Model Chapter 17 Sampling Distribution Models</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Metric NN1C: There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8.</p> <p>How to Find the Evidence: Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Problems should include application of the following topics from grades 6-8:</p> <ul style="list-style-type: none"> • Ratios and proportional relationships. • Percentage and unit conversions, e.g., in the context of complex measurement problems involving quantities with derived or compound units (such as mg/mL, kg/ m³, acre-feet, etc.). • Basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Concepts and skills of basic statistics and probability (see grades 6–8.SP) • Performing rational number arithmetic fluently. <p>For context, read Table 1 on Page 8 of the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- This course exhibits a high level of sophistication appropriate to high school. It builds on the statistic and probability skills learned in grades 6-8, and bridges the information with real-world application.</p> <p>Chapter 2 – Displaying and Describing Categorical Data Chapter 6 – Scatterplots, Association and Correlation Chapter 11 – Sample Surveys Chapter 16 – Probability Models</p>	<p>____ Meets</p> <p>____ Does Not Meet Insufficient Evidence</p>
<p>Metric NN1D: Materials base courses on the content specified in the Standards.</p> <p>How to Find the Evidence: Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons in both student and teacher materials.</p> <p>For context, read Criterion #3a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- <i>STATS: Modeling the World</i> address the statistic and probability content specified in the Standards. Students gain a full, comprehensive experience of statistics and probability and how to apply the content to the outside world.</p> <p>Chapter 3 – Displaying and Describing Quantitative Data Chapter 13 – From Randomness to Probability Chapter 16 – Probability Models Chapter 22 – Inferences About Means</p>	<p>____ Meets</p> <p>____ Does Not Meet Insufficient Evidence</p>

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<p>Metric NN1E: Materials give all students extensive work with course-level problems.</p> <p>How to Find the Evidence: Evaluate both student and teacher materials. If the materials provide resources for differentiated learning, consider whether lower-performing students have opportunities to engage with course-level problems. Also consider whether higher-performing students are given opportunities to learn current course-level content in greater depth. For context, read Criterion #3b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- One resource available for students is the "Tutorial Exercises with Multimedia Learning Aids." These are homework and practice exercises in MyStatLab that offers immediate helpful feedback, guided solutions, and extra practice for students who need help with mastery. Students are also able to take advantage of Expert Tutoring provided by qualified statistics instructors through MyStatLab.</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>
<p>Metric NN1F: Materials relate course-level concepts explicitly to prior knowledge from earlier grades or courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.</p> <p>How to Find the Evidence: Evaluate student and teacher materials, looking for problems that involve extending the knowledge learned in earlier grades and courses. NOTE: An example of evaluating this Criterion might be to look at whether materials connect the equation of a circle with the distance formula and the Pythagorean theorem. For context, read Criterion #3c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- Students use their prior knowledge gained in previous grade levels to access the understanding they need to master the content in this course. For example, Chapter 6, Scatter Plots, Association and Correlation, extends what students already know about scatterplots to a whole new way of interpreting and applying the data displayed. Also in Chapter 13, From Randomness to Probability, students build on their knowledge of probability learned in grades 6-8.</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>
<p>Metric NN1G: Tut Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.</p> <p>How to Find the Evidence: Select several clusters from the course being evaluated. Evaluate teacher and student materials in relation to these clusters. For context, read Criterion #4a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- Learning objectives are met for each concept addressed in the CCSSM cluster and domain headings. The domain S-ID (Interpreting Categorical and Quantitative Data) for instance, is addressed in Chapters 2 and 3, Displaying and Describing Categorical Data and Displaying and Describing Quantitative Data.</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Metric NN1H:</p> <p>Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important.</p> <p>How to Find the Evidence:</p> <p>In the course being evaluated, choose two or more clusters, two or more domains, or two or more categories for which connections are natural and important.</p> <p>Evaluate the units, chapters, and lessons that deal with the chosen topics, looking for problems and activities that serve to connect the chosen clusters or domains. NOTE: An example of evaluating this Criterion might be to look at whether materials include problems in which students analyze a situation by building a function, graphing it, and using it to create and solve an equation.</p> <p>For context, read Criterion #4b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence-</p> <p>Materials in <i>STATS: Modeling the World</i> naturally connect standard content to develop a more comprehensive understanding of the concepts. "Interpret linear models" and "Make inferences and justify conclusions from sample surveys, experiments, and observational studies" are combined in Chapter 7, Linear Regression.</p>	<p>___ Meets</p> <p>___ Does Not Meet Insufficient Evidence</p>
<p>If all metrics 1A–1H were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet/Insufficient Evidence, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.</p>		<p>___ Meets</p> <p>___ Does Not Meet</p>
<p>Comments: (Be Specific)</p>		

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)

Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.

Rating: (Reviewer)

Strengths:

Weaknesses:

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Alignment Criterion 1: Rigor and Balance- Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.</p>	<p>The Standards set expectations for attention to all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. Thus, materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.</p> <ul style="list-style-type: none"> • Common Core State Standards for Mathematics (http:// corestandards.org/wp-content/uploads/Math_Standards.pdf) • Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf) • Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites) • From the materials being evaluated: teacher guides, student texts and workbooks • Choose a cluster/Standard from the Widely Applicable Prerequisites that is aligned to each aspect of rigor and use it to evaluate these metrics. It is most helpful if the same clusters and Standards are chosen for all of the programs being evaluated. (Guidance in choosing clusters/Standards is included in "How to Find the Evidence" below.) 	<p>Rating this Criterion:</p> <p>Alignment Criterion 1 is rated as Meets or Does Not Meet.</p> <p>To rate Alignment Criterion 1, first rate metrics 1A, 1B, and 1C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence. Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 1 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as rigor and balance, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>AC Metric 1A: The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.</p> <p>How to Find the Evidence: Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to conceptual understanding to use throughout the questions associated with this metric.</p> <p>NOTE: Some examples of clusters or Standards that call for conceptual understanding include: N-RN.A.1, A-APR.B, A-REI.A.1, A-REI.D.10, A-REI.D.11, F-IF.A.1, F-LE.A.1, G-SRT.A.2, G-SRT.C.6, S-ID.C.7 For context, read Criterion #2a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting?</p> <p>Do the materials feature high-quality conceptual problems and conceptual discussion questions?</p> <p>Do the materials feature opportunities to identify correspondences across mathematical representations?</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting? Evaluate lessons, chapter/unit assessments and homework assignments, paying attention to work aligned to Standards that explicitly call for understanding or interpreting.</p>	<p>Evidence- Each chapter includes work examples that follow the “Think, Show, Tell” model of conceptualizing a problem to understand it fully. By using this model, students are able to state what the problem is about, identify the variables needed for the problem, analyze the mechanics of the problem by displaying data in charts or diagrams, interpret the patterns of the displays, and discuss the results of the problem. Chapter 9 – Re-expressing Data: Get it Straight! Chapter 15 – Random Variables</p>	
<p>Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments.</p> <p>NOTE: Examples of conceptual problems might include such questions as “What is the maximum value of the function $f(t) = 5 - t^2$?” or “Is $\sqrt{2}$ a polynomial? How about $\frac{1}{2}(x + \sqrt{2}) + \frac{1}{2}(-x + \sqrt{2})$?”</p>	<p>Evidence- This course uses high-quality conceptual problems and discussion questions to build a more complete understanding of the topics and applications. Both introductory content and numbered exercises require students to interpret the problems and explain the conclusions. Chapter 11 – Sample Surveys Chapter 20 – More About Tests and Intervals Chapter 25 – Comparing Counts</p>	

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<p>Do the materials feature opportunities to identify correspondences across mathematical representations? Evaluate lessons, chapter/unit assessments and homework assignments.</p> <p>NOTE: An example of evaluating this metric might include looking at whether materials support students in identifying correspondences among the expression that defines a function, the graph that shows the relationship, and the behavior of the phenomenon being modeled (if any).</p>	<p>Evidence- <i>STATS: Modeling the World</i> includes an array of opportunities to identify correspondences across different representations of statistical mathematics. Chapter 22, Inferences About Means, is just one example of students identifying variables within a problem, creating a diagram or graphical representation of the data, and develop or utilize a formula to solve the problem.</p>	
<p>AC Metric 1B: The materials are designed so that students attain the fluencies and procedural skills required by the Standards.</p> <p>How to Find the Evidence: Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to fluency and procedural skill to use throughout the questions associated with this metric. NOTE: Some examples of Standards that call for procedural skill and fluency include: A-SSE.A.1b, A-SSE.2, A-APR.A.1, A-APR.C.6, F-BF.B.3, G-GPE.B.4, G-GPE.B.5, G-GPE.B.7, G-CO.A.1, G-SRT.B.5 For context, read Criterion #2b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question?</p> <p>Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present?</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments for evidence that the development of fluency and procedural skill is supported by conceptual understanding.</p>	<p>Evidence- When interpreting and utilizing statistical data for an exercise, students learn to follow the procedures that will end up with the most accurate results. As students progress through the course, they develop a fluency in conceptualizing and solving problems related to statistics and probability.</p>	
<p>Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments. NOTE: Problems in which opportunistic strategies are valuable might include such examples as solving $x^2 + 5 = 49 + 5$ or $(3x - 2)^2 = 6x - 4$. Generic cases that require efficient and general procedures might include such problems as solving $c + 8 - c^2 = 3(c - 1)^2 - 5$.</p>	<p>Evidence- This material utilizes opportunistic strategies throughout the chapters to develop the most accurate and complete results. Chapter 19, Testing Hypotheses about Proportions utilizes the strategy of making a hypothesis about sets of data and then testing the hypothesis.</p>	

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<p>AC Metric 1C: The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Widely Applicable Prerequisites.</p> <p>How to Find the Evidence: Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to application to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for application include: N-Q.A, A-SSE.B.3, A-REI.D.11, F-IF.B, F-IF.C.7, F-BF.A.1, G-SRT.C.8, S-ID.A.2, S-IC.A.1 For context, read Criterion #2c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit?</p> <p>Do application problems particularly stress applying the Widely Applicable Prerequisites?</p> <p>Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle?</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit? Evaluate lessons, chapter/unit assessments, and homework assignments.</p>	<p>Evidence- Throughout this course, each chapter includes real-world problems and applications that relate to statistics and probability. Most problems in this course are multi-step contextual problems used to apply the main concepts of the chapters. Chapter 8 – Regression Wisdom Chapter 12 – Experiments and Observational Studies Chapter 22 – Inferences about Means</p>	

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Do application problems particularly stress applying the Widely Applicable Prerequisites? Evaluate lessons, chapter/unit assessments, and homework assignments.	Evidence- Application problems do involve the Widely Applicable Prerequisites in each chapter. For example, S.ID.2 –“Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets” is stressed multiple times in Chapter 3 Displaying and Summarizing Quantitative Data, Chapter 4 Understanding and Comparing Distributions, and Chapter 5 Standard Deviations as a Ruler and the Normal Model.	
Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle? Read the pages on High School—Modeling in the Standards for Mathematics (pp. 72 and 73). Evaluate lessons, chapter/unit assessments, and homework assignments.	Evidence- Students engage with models throughout <i>STATS: Modeling the World</i> . The majority of problems require students to either create a table/graph/diagram to display information, or interpret information from a model already constructed.	
Materials must earn at least 5 of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.		 <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Comments: (Be Specific)		

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)

Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.

Rating: (Reviewer)

Strengths:

Weaknesses:

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Alignment Criterion 2: Standards for Mathematical Practice- Materials must demonstrate authentic connections between content Standards and practice Standards.</p>	<p>The Standards require that designers of instructional materials connect the mathematical practices to mathematical content in instruction. Thus, materials must demonstrate authentic connections between content Standards and practice Standards.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> • Common Core State Standards for Mathematics (http:// corestandards.org/wp-content/uploads/Math_Standards.pdf) • Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf) • Widely Applicable Prerequisites for College and Careers (http://achievethecore.org/prerequisites) • From the materials being evaluated: teacher guides, student texts and workbooks 	<p>Rating this Criterion:</p> <p>Alignment Criterion 2 is rated as Meets or Does Not Meet.</p> <p>To rate Alignment Criterion 2, first rate metrics 2A, 2B, and 2C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.</p> <p>Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 2 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as mathematical practices, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>
<p>AC Metric 2A: Materials address the practice Standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.</p> <p>How to Find the Evidence: Familiarize yourself with the Widely Applicable Prerequisites. Evaluate teacher and student materials for evidence that the mathematical practices support and connect to the focus of the course. NOTE: An example of evaluating this Criterion might include looking at whether materials use regularity in repeated reasoning to illuminate formal algebra as well as functions, particularly recursive definitions of functions. For context, read Criterion #6 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Evidence- In the portion of each chapter entitled "Exercises," this course leads students through different applicable real-world problems that reinforce skills acquired through the Widely Applicable Prerequisites.</p> <p>Chapter 4 – Understanding and Comparing Distributions Chapter 7 – Linear Regression Chapter 15 – Random Variables</p>	<p>____ Meets</p> <p>____ Partially Meets</p> <p>____ Does Not Meet</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>AC Metric 2B: Materials attend to the full meaning of each practice Standard.</p> <p>How to Find the Evidence: For context, read Criterion #7 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard?</p> <p>Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate?</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard? Evaluate lessons, chapter/ unit assessments, and homework assignments for evidence of each mathematical practice being meaningfully present in instruction.</p>	<p>Students continue to develop competency and skills throughout this course that strengthen their mathematical practice skills. One such skill, persevering to solve problems, is enhanced as students have to think through and conceptualize the problems presented.</p> <p>Chapter 9 – Re-expressing Data: Get it Straight! Chapter 18 – Confidence Intervals for Proportions</p>	
<p>Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate? Evaluate teacher materials, paying attention to explanations of the role of the practice Standards in the classroom and in students' mathematical development. Evaluate documents aligning lessons to practice Standards for accuracy. NOTE: Examples to look for when evaluating this metric might include the following: a highly scaffolded problem should not be aligned to MP.1; or a problem that directs a student to use a calculator should not be aligned to MP.5; or a problem about merely extending a pattern should not be aligned to MP.8.</p>	<p><i>STATS: Modeling the World</i> includes a wide range of teacher materials. Examples of teacher materials include: Teacher Edition of the textbook that includes solutions to each student problem, the Instructor's Solution Manual, Online Test Bank and Resource Guide, and Instructor Pod Casts that focus on key points in each chapter and aid in planning the lesson.</p>	

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>AC Metric 2C: Materials support the Standards' emphasis on mathematical reasoning.</p> <p>How to Find the Evidence: For context, read Criterion #8 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards?</p> <p>Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites?</p> <p>Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed?</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards? Read Standard for Mathematical Practice 3. Evaluate teacher and student materials to ensure that students are given opportunities to reason with grade-level mathematics.</p>	<p>Evidence- Learning is enhanced as students are required to construct their own arguments and critique the solutions and arguments of others. Evidence of this practice can be found in both the introductory materials and problem exercises in each chapter.</p> <p>Chapter 6 – Scatter Plots, Association and Correlation Chapter 10 – Understanding Randomness Chapter 27 – Analysis of Variance</p>	
<p>Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites? Familiarize yourself with the Widely Applicable Prerequisites. Evaluate teacher and student materials to understand the types of work students are expected to produce.</p>	<p>Evidence- Every chapter in this course includes opportunities for students to produce answers, but also to enhance their answers with explanations of their methods and interpretations of the solutions. Students exhibit these verbally, written and in model form.</p>	

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed? Evaluate teacher and student materials, paying attention to how mathematical language is taught.</p> <p>NOTE: An example of evaluating this Criterion might include looking at whether students are supported in: basing arguments on definitions; using the method of providing a counter example; or recognizing that examples alone do not establish a general statement.</p>	<p>Evidence- The language of statistics and probability is very specialized and used throughout the course. The first portion of each chapter walks students through concepts, vocabulary, and other knowledge needed for a competent completion of the chapter. Chapter 17 – Sampling Distribution Modes Chapter 26 – Inferences for Regression</p>	
<p>Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.</p>		<p>____ Meets</p> <p>____ Does Not Meet</p>
<p>Comments: (be specific)</p>		

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)

Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.

Rating: (Reviewer)

Strengths:

Weaknesses:

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>Alignment Criterion 3: Access to the Standards for All Students- Materials must provide supports for English Language Learners and other special populations.</p>	<p>Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> • Common Core State Standards for Mathematics (http:// corestandards.org/wp-content/uploads/Math_Standards.pdf) • Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math Publishers_Criteria_HS_Spring_2013_FINAL1.pdf) • From the materials being evaluated: teacher guides, student texts and workbooks 	<p>Rating this Criterion: Alignment Criterion 3 is rated as Meets or Does Not Meet. To rate Alignment Criterion 3, first rate metrics 3A, 3B, and 3C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 3 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as support for special population, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>
<p>AC Metric 3A: Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.</p> <p>How to Find the Evidence: Evaluate teacher and student materials, paying attention to supports offered for special populations.</p>	<p>Evidence- The text does not have specifically noted support for English Language Learners, however, MyStatLab includes unlimited exercises that align with text book exercises. These include multimedia learning aids with animations, eText clips and videos that may be helpful for English Language Learners.</p>	<p>___ Meets ___ Partially Meets ___ Does Not Meet</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.	Rating: (Reviewer)
<p>AC Metric 3B: Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.</p> <p>How to Find the Evidence: Evaluate teacher and student materials, paying attention to whether materials provide differentiation that will lead all learners to engage with on-grade-level content.</p>	<p>Evidence- These materials include reading narratives, step-by-step instructions to practice problems, exercises in reflecting on methods and solutions, and many more opportunities for learners at different levels to enhance their skills. Chapters begin with all of these learning tools and end with problems exercises that students can complete independently.</p> <p>Chapter 11 – Sample Surveys Chapter 20 – More About Tests and Intervals Chapter 25 – Comparing Counts</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>AC Metric 3C: Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).</p> <p>How to Find the Evidence: Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.</p>	<p>Evidence- The content of this course naturally lends itself to the use of models, conceptualization questions, and thinking through strategies and methods. <i>STATS: Modeling the World</i> includes these approaches and more throughout each chapter. Students learn concepts from multiple angles.</p> <p>Chapter 4 – Understanding and Comparing Distributions Chapter 13 – From Randomness to Probability Chapter 20 – More About Tests and Intervals</p>	<p>___ Meets</p> <p>___ Partially Meets</p> <p>___ Does Not Meet</p>
<p>Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.</p>		<p>___ Meets</p> <p>___ Does Not Meet</p>

Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)

Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.

Rating: (Reviewer)

Comments: (be specific)

Strengths:

Weaknesses:

Indicators of Quality- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Include a narrative explanation. Be specific.	Rating:
<p>1. Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<p>Evidence- Chapters in <i>STATS: Modeling the World</i> have an easy-to-follow structure that can be easily followed by both teachers and students. Each Chapter begins with a detailed explanation and application of the concept that builds into step by step instructions, and then finally practice exercises for students to do on their own. The materials also include discussion and writing assignments to ensure active participation and involvement with the material.</p> <p>Chapter 7 Linear Regression Chapter 12 Experiments and Observational Studies Chapter 16 Probability Models</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>2. The underlying design of the materials includes both problems and exercises. (In solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.) Each problem or exercise has a purpose. NOTE: This Criterion does not require that the problems and exercises be labeled as such.</p>	<p>Evidence- This material is designed to be a progression within each chapter that builds the understanding of the concept. Students read through the information and explanations in each chapter and then apply that information to a series of problem exercises.</p> <p>Chapter 13 From Randomness to Probability Chapter 21 Comparing Two Proportions Chapter 24 Paired Samples and Blocks</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>3. Design of assignments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.</p>	<p>Evidence- Problem Exercises at the end of each chapter progress in depth and difficulty. Students build upon their mathematical understanding as they work through examples and then exercises.</p> <p>Chapter 2 Displaying and Describing Categorical Data Chapter 10 Understanding Randomness Chapter 17 Sampling Distributions Models</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>4. There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Evidence- Teachers have access to a Teacher's Solution Manual, Online Test Bank and Resource Guides, and Instructor Pod Casts that focus on key points of each chapter and aid in lesson preparations.</p>	<p>_____ Yes</p> <p>_____ No</p>

<p>5. Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<p>Evidence- At this level of statistics and probability, there are very few manipulatives used in teaching the material, however, students engage with a multitude of models, diagrams, tables, and graphs to visually connect the content with most problems.</p> <p>Chapter 4 Understanding and Comparing Distributions Chapter 14 Probability Rules! Chapter 20 More about Tests and Intervals</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.</p>	<p>Evidence- Students' strengths and weaknesses are continually assessed as they work through this course. The book is divided into seven topics (parts) with chapters under each part that support the topic. A review at the end of each Part includes a practice exam with both problems and free response questions. MyLabsPlus is also available as an advanced reporting system that tracks student performance on tests, assignments and tutorials.</p> <p>Review of Part I: Reviewing and Understanding Data Review of Part V: From the Data at Hand to the World at Large</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.</p>	<p>Evidence- Chapters include a "Just Checking" section that have answers to a sampling of problems so that students are able to check their own understanding of the content. Appendix C is another location where students can check their answers to problems. Teachers Edition includes answer keys and details about each problem outlined in the Student Edition.</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>8. Materials assess student proficiency using methods that are accessible and unbiased, including the use of course-level language in student prompts.</p>	<p>Evidence- Assessments are designed to measure student progression in the subject as well as use course-level language to ensure that students are on target with their comprehension of the subject.</p> <p>Review of Part III: Gathering Data Review of Part VI: Learning about the World</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>9. Materials are carefully evaluated by qualified individuals, whose names are listed, in an effort to ensure freedom from mathematical errors and course-level appropriateness.</p>	<p>Evidence- Acknowledgement of the qualified individuals who developed this course can be found in the beginning pages of the text. Also, Appendix D includes even more acknowledgments and photos of some of the main contributors to this course's content.</p>	<p>_____ Yes</p> <p>_____ No</p>
<p>10. The visual design supports students in engaging thoughtfully with the subject. Navigation through the text is clear.</p>	<p>Evidence- Each chapter has a story-form feel that guides students through an understanding of the topics that includes relevant pictures and illustrations to aid in understanding. Students naturally work their way through each chapter as they build an understanding of statistical topics.</p>	<p>_____ Yes</p> <p>_____ No</p>

Adapted from Instructional Materials Evaluation Toolkit (IMET)

Standards Alignment Evaluation Rubric

0 = No Alignment– Not Evident: ELA/Literacy content as described in the Standards is **not evident**.

.5 = Partial Alignment- Partially Evident: ELA/Literacy content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – Clearly Evident: ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

CCSS ELA/Literacy in Science & Technical Subjects Grade 11-12

ANCHOR STANDARD: Key Ideas and Details Grade 11-12	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>Scientific and technical texts are evident throughout the chapters in <i>STATS: Modeling the World</i>. <i>Examples Include:</i> Chapter 2 – Displaying and Describing Categorical Data Chapter 16 – Probability Models</p>	
<p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>Within the instructional portion of each chapter, and before the Exercises at the end of each chapter, there are “Just Checking” and “What have we learned?” sections that summarize and bring the content of the chapter together. Chapter 15 – Random Variables Chapter 16 – Probability Models</p>	
<p>CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p>The content of this Statistics and Probability course naturally lend itself to precise and complex multistep procedures and experiments. Chapter 12 – Experiments and Observational Studies Chapter – 21 Comparing Two Proportions</p>	

ANCHOR STANDARD: Craft and Structure Grade 11-12	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning or tone.</p>	<p>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>	<p>Key terms, symbols and other important words and phrases are either highlighted, bold-faced, or otherwise noted throughout each chapter of the text. Chapter 15 – Random Variables Chapter 19 – Testing Hypotheses About Proportions</p>	
<p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>Each chapter begins with a general understanding of the topic and builds on the students' prior knowledge to develop a clear organization of the content. Chapter 13 – From Randomness to Probability Chapter 22 – Inferences about Means</p>	
<p>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>The authors of this book explain and describe concepts in a way that engages students in the learning process. Chapter 1 – Stats Start Here Chapter 23 – Comparing Means</p>	

ANCHOR STANDARD: Integration of Knowledge and Ideas Grade 11-12	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	This text uses explanations, illustrations, multi-media, quantitative data, and much more to engage students in understanding the materials. It highlights use of graphing calculators, computer software, and other multi-media resources. Chapter 6 – Scatter Plots, Association and Correlation Chapter 18 – Confidence Intervals for Proportions	
CCRA.R.8 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	This course integrates hypotheses, analysis of data, and conclusions throughout each chapter. Students analyze processes and determine what direction to take for each problem with the information given. Chapter 19 – Testing Hypotheses about Proportions Chapter 22 – Inferences About Means	
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	<i>STATS: Modeling the World</i> integrates a wide range of learning activities to help students understand the concepts and processes needed to solve problems. Each chapter includes sections entitled: <i>For Example</i> <i>Active Stats Pointers</i> <i>What can go wrong?</i> <i>Reality Checks</i> <i>Notation Alerts</i> Each of these sections and resources add to a coherent understanding of the information being taught.	

CCSS ELA/Literacy in Science & Technical Subjects Grade 11-12

ANCHOR STANDARD: Range of Reading and Level of Text Grade 11-12	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>Appropriate grade-level topics and language are used throughout the text to ensure students' ability to work independently and proficiently. Each chapter includes real-world applications whether historical, scientific, or cultural topics to help students engage in the learning process.</p>	

***#3 Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *

ANCHOR STANDARD: Text Types and Purposes Grade 11-12	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented</p>	<p>Throughout this course, students are to write arguments to explain and develop ideas, prove processes, compare data, and analyze results to develop a full understanding of the content.</p> <p>Both introductory materials in each chapter and exercises at the end of the chapters include words such as EXPLAIN, WHY, ANALYZE, DISCUSS.</p> <p>Chapter 8 – Regression Wisdom Chapter 10 – Understanding Randomness Chapter 17 – Sampling Distribution Models</p>	

<p>CCRA.W.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>As students answer discussion and explanatory questions, they include information about the topics and examples used to develop the topics. These examples may be historical, scientific, and/or technical.</p> <p>In addition to comprehensive questions throughout each chapter, the review sections include practice exams that have a "Free Response" portion to further develop student understanding and cognition of the subject.</p> <p>Chapter 20 – More About Tests and Intervals Review of Part IV: Randomness and Probability</p>	
<p>CCRA.W.3 Write narratives to develop real or imagined experiences of events using effective technique, well, chosen details and well-structured event sequences.</p>	<p>WHST.11-12.3 (See note; not applicable as a separate requirement)</p>		
<p>ANCHOR STANDARD: Production and Distribution of Writing Grade 11-12</p>	<p>Objectives</p>	<p>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</p>	<p>Point Value 0/5/1 (Reviewer)</p>
<p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>This course includes opportunities for students to write essay questions to discuss and develop clear understanding of the topics.</p> <p>Chapter 5 – Standard Deviation as a Ruler and the Normal Model Chapter 17 – Sampling Distribution Models Review of Part VI – Learning about the World</p>	
<p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Students develop and refine their writing skills as they answer open-ended questions and free response questions throughout problem exercises in both chapters and reviews.</p>	

<p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><i>STATS: Modeling the World</i> includes an array of technology tools to enhance the learning/writing experience for students. Technologies include tips for using graphing calculators, a DVD that includes extra problems, videos and illustrations, and information to finding and using different types of computer software for the specific use of statistics.</p> <p>Appendix B – Guide to Statistical Software</p> <p>Information about the use of technology is also found in the Preface and Supplements sections of the text.</p>	
<p>ANCHOR STANDARD: Research to Build and Present Knowledge Grade 11-12</p>	<p>Objectives</p>	<p>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</p>	<p>Point Value 0/5/1 (Reviewer)</p>
<p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>As students engage in the introduction material and problem exercises, they are faced with opportunities to analyze and dig deeper into the topic or information. For example, in Chapter 11, Sample Surveys, students explore whether population samples and results are biased. They compare and contrast different surveys to present their arguments.</p>	
<p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Each activity and exercise requires students to gather some sort of information, whether from a given model or from a more involved method of research or digital resource. This information is used to solve statistical problems throughout the text.</p> <p>Chapter 9 - Re-expressing Data: Get it Straight! Chapter 15 – Random Variables</p>	
<p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Informational texts make up the majority of each learning portion of each chapter. Narratives to give background and explain a certain topic used in a particular problem give students evidence to make a well-informed conclusion.</p> <p>Chapter 12 – Experiments and Observational Studies Chapter 23 – Comparing Means</p>	

<p>ANCHOR STANDARD: Range of Writing</p>	<p>Objectives</p>	<p>Provider: List units with specific examples</p>	<p>Point Value 0/5/1</p>
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Grade 11-12		of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	(Reviewer)
<p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>This course includes opportunities for students to write essay questions to discuss and develop clear understanding of the topics.</p> <p>Chapter 5 – Standard Deviation as a Ruler and the Normal Model Chapter 17 – Sampling Distribution Models Review of Part VI – Learning about the World</p>	



Please double check the material's alignment to standards.

Alignment to Idaho Content Standards: _____% correlation

If the material aligns to the Idaho Content Standards with at least an 80%, move on to: **Material Analysis. If the material has less than an 80% alignment, please notify your team leader.

Material Analysis:

<p style="text-align: center;">Student Focus</p>	<p style="text-align: center;">Comments/Examples (Publisher and Reviewer)</p>	<p style="text-align: center;">Point Value (Reviewer)</p> <p>0 = Not Evident .5 = Partially Evident 1 = Clearly Evident N/A = Not applicable for standard.</p>
<p>1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p><i>STATS: Modeling the World</i> follows a natural sequential progression so that students gain a full understanding of the world of statistics.</p>	
<p>2. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p>Each chapter topic within the text provides students with varied means of gaining the necessary skills and knowledge to master the content.</p>	
<p>3. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>As an advanced course, <i>STATS: Modeling the World</i>, encompasses all students have learned throughout their education. Students work through the complexity each chapter in a more independent manor than in previous grades.</p>	
<p>4. The material engages the reader, i.e. Does it correspond with age appropriate interests?</p>	<p>This material corresponds with age-appropriate reading and information. The introductions to each chapter include topics and illustrations that are relevant to high school level learning.</p>	

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<p>5. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>As a statistics course, each problem and example discussed incorporates other subjects and topics. Students analyze real-world situations throughout the text and apply the concepts they are learning to those situations.</p>	
<p>6. The material includes strategies and textual content that are grade appropriate.</p>	<p>Students learn new strategies that are more sophisticated and advanced in the field of statistics. This text utilizes information that is both interesting and relevant to students at this maturity level.</p>	
<p>7. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>Each chapter includes introductory information and examples that require students to read, compare, analyze, and integrate information throughout the chapter in order to produce viable conclusions.</p>	
<p>8. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>Supplementary activities and assignments can be found in the "Supplementary" section at the beginning of the text book. These clearly align with the content of each chapter.</p>	
<p>9. The material has activities and assignments that develop problem-</p>	<p>Students develop problem-solving skills</p>	

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<p>solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>as they persevere in finding accurate paths to problem solutions. The material lends itself to opportunities for students to analyze, discuss and compare results either individually or within a group.</p>	
<p>10. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>The instructional portion of each chapter includes illustrations, narratives, and vast opportunities to interact with the materials as students experience statistics. Supplemental materials also give students another avenue to support their understanding of the material.</p>	
<p>11. The material includes appropriate instructional strategies.</p>	<p>Instructional strategies throughout this course are geared toward enhancing necessary skills needed in the field of statistics and probability.</p>	

<p style="text-align: center;">Pedagogical Approach</p>	<p style="text-align: center;">Comments/Examples (Publisher and Reviewer)</p>	<p style="text-align: center;">Point Value (Reviewer)</p> <p style="text-align: center;">0 = Not Evident .5 = Partially Evident 1 = Clearly Evident N/A = Not applicable for standard.</p>
<p>12. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Teacher's Edition, Instructor's Solutions Manual, Online Test Bank, Resource Guide, and Instructor's Podcasts are all available to aid teachers helping students to work within their strengths and weaknesses.</p>	
<p>13. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p>Concepts are introduced and thoroughly explained at the beginning of each chapter with step by step problem examples. Students are then expected to master the concept by working independent exercises.</p>	
<p>14. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>The text does not have specifically noted support for English Language Learners, however, MyStatLab includes unlimited exercises that align with text book exercises. These include multimedia learning aids with animations, eText clips and videos that may be helpful for English Language Learners.</p>	
<p>15. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>Because statistics is connected with such an array of topics and analyzes materials outside the mathematical world, each chapter uses real-world material that includes many cultures and experiences that students can relate to.</p>	

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<p>16. The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</p>	<p>Introductory materials and statistical problems include a balance of topics and points of view. Each chapter presents a very diverse set of data and topics to be analyzed.</p>	
<p>17. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p>This material is designed to allow students at this level of academia to move through the chapters smoothly and independently.</p>	
<p>18. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the CCSS.</p>	<p>Students' strengths and weaknesses are continually assessed as they work through this course. The book is divided into seven topics (parts) with chapters under each part that support the topic. A review at the end of each Part includes a practice exam with both problems and free response questions.</p>	
<p>19. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> • Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p>MyLabsPlus is available as an advanced reporting system that tracks student performance on tests, assignments and tutorials. Teacher assessment tools and aids are included in the Online Resource Guide.</p>	

<p style="text-align: center;">Technology</p>	<p style="text-align: center;">Comments/Examples (Publisher and Reviewer)</p>	<p style="text-align: center;">Point Value (Reviewer)</p> <p style="text-align: center;">0 = Not Evident .5 = Partially Evident 1 = Clearly Evident N/A = Not applicable for standard.</p>
<p>20. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p>Students are encouraged to use graphing calculators as well as computer software that enhances the understanding of statistical data and process.</p>	
<p>21. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p><i>STATS: Modeling the World</i> includes both online support as well as the use of statistical software, graphing calculators, and a supplemental DVD. Appendix B: Guide to Statistical Software, helps students to use these materials to fullest potential.</p>	

<p style="text-align: center;">Presentation and Design</p>	<p style="text-align: center;">Comments/Examples (Publisher and Reviewer)</p>	<p style="text-align: center;">Point Value (Reviewer)</p> <p style="text-align: center;">0 = Not Evident .5 = Partially Evident 1 = Clearly Evident N/A = Not applicable for standard.</p>
<p>22. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>Each chapter includes illustrations, photographs, and carefully laid out pages that allow students to move freely through the chapter.</p>	
<p>23. The material has headings and sub-headings that make it easy to navigate through the book.</p>	<p>Each part and chapter is clearly titled, as well as each section within the chapters.</p>	
<p>24. The material uses a language/reading level suitable for the intended readers.</p>	<p>The material is sophisticated and displays advanced statistical language suitable for the reading level of the student, while still maintaining an engaging quality.</p>	
<p>25. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>Both text and illustration enhance the learning experience of the students for this course. Photographs and models are appropriately used to enhance not only the visual appeal, but also the application of the materials being discussed.</p>	
<p>26. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Models throughout the course are all directly related to the content, example, or problem exercise being discussed. This includes photographs, graphs, tables, diagrams, charts, and more.</p>	

<p align="center">Electronic/digital/online version</p>	<p align="center">Comments/Examples (Publisher and Reviewer)</p>	<p align="center">Point Value (Reviewer)</p> <p>0 = Not Evident .5 = Partially Evident 1 = Clearly Evident N/A = Not applicable for standard.</p>
<p>27. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p>All student and teacher materials within the <i>STATS: Modeling the World</i> are compatible with both Windows and Macintosh operating systems.</p>	
<p>28. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>The smooth design of this material allows for easy navigation and movement between activities. Students and Teachers can quickly and easily find what they need both inside and outside the program.</p>	

Comments: (be specific)

STRENGTHS	WEAKNESSES

RECOMMENDATION NOTES
Overall rationale for recommendation-