

TEXTBOOK ADOPTION TIMELINE (PLEASE SEE ATTACHED TIMELINE)

June 1 st	Faculty identifies textbooks due for revision/adoption. Faculty forms committees for the examination of specific textbooks.
October	Faculty reviews books the team would like to evaluate. Committees begin the evaluation process.
March	Faculty submits to the building principal a <i>Textbook Selection and Adoption</i> form for each new-revised textbooks and supporting material. A copy of the textbook must accompany the request.
April	Principals will recommend to the Superintendent that the textbooks and supporting materials be presented to the Board for review and approval.
May	Textbooks and supporting material are ordered and funds are allocated to the textbook budget for their purchase.

Other Textbooks Examined for Adoption:

<u>HSP Math</u>	<u>Harcourt/Houghton Mifflin</u>	<u>2009</u>
Title	Publisher	Copyright
<u>Everyday Math</u>	<u>McGraw Hill/Wright Group</u>	<u>2007</u>
Title	Publisher	Copyright
<u>Math Connects</u>	<u>MacMillan/McGraw Hill</u>	<u>2009</u>
Title	Publisher	Copyright
<u>Math Expressions</u>	<u>Houghton Mifflin</u>	<u>2006</u>
Title	Publisher	Copyright

SUMMARY STATEMENT

Based upon the criteria and the ratings the team has given to this textbook package, please explain why you have selected this particular text as the best vehicle to meet the needs of Butler students.

Scott Foresman’s *enVision Math* program meets all federal, state, and local learning standards (including those of NCTM) for the mathematics curriculum, as well as embeds selected standards in content areas.

The Brook Forest Math Committee, after reviewing an extensive variety of mathematics programs, came to the unanimous conclusion that the Scott Foresman *enVision Math* series best met the needs of all Brook Forest students. The program challenges as well as supports all levels of learners.

Signatures of Faculty Team:

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

DIRECTIONS:

Please respond to each statement in the checklist. If the statement does not apply, please write in “N/A.” After completing the checklist, review it by carefully analyzing the significance of each “no” response. Please synthesize your analysis in the summary sections. Submit additional summary pages if necessary. If appropriate and feasible, individual checklists can be used as the basis for group discussion and evaluation of different texts and materials.

MATCHING THE CURRICULUM

- YES NO Does the content reflect what you believe are essential concepts in the course?
- YES NO Do these materials meet our school and state standards?
- YES NO Are the main concepts accurate, objective, and well developed?
- YES NO Do main concepts fit into your well-planned sequence of instruction?
- YES NO If the planned sequence of instruction is different from the sequence in the text, can the text be used in this “out-of-sequence” fashion?
- YES NO Are concepts at the level of the students who will be using the text—stimulating and challenging, yet not frustrating?
- YES NO Are specific suggestions and directions provided for differentiating instruction to meet the needs of students of varying abilities?
- YES NO Do the materials contain assessment techniques that measure student achievement of the goals and objectives suggested?
- YES NO Does the material suggest methods for interpreting and using the results of such assessments?
- YES NO Is the information up-to-date?
- YES NO Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

SUMMARY

Please provide your overall evaluation of this text in the area of “Matching the Curriculum.”

Scott Foresman’s *enVision Math* is an exemplary program rooted in best practice and research-based learning. It includes instruction in all areas of mathematics and continues, albeit in a much stronger and more current format, the mathematical strategies already used in Brook Forest classrooms.

PRE-READING

Activating Prior Knowledge

- YES NO Does the introduction to the chapter help students recall information previously learned about the subject?
- YES NO Does the introduction attempt to help students relate their own experiences to the topic?
- YES NO Does the author build on the student's prior knowledge within the chapter Sub-sections?

Setting the Purpose for Learning

- YES NO Does the chapter begin with a list of objectives, statements, or questions that indicates what students will learn in this chapter?
- YES NO Do titles of sections within the chapter indicate the main idea of each section?
- YES NO Are section headings specific enough that the students can convert them to focused questions that direct their reading?

SUMMARY

Please provide your overall evaluation of this text in the area of "Pre-reading."

Scott Foresman's *enVision Math* meets the needs of activating prior knowledge and sets a purpose for learning at all levels for all learners.

ACTIVE READING

Identifying the Main Concept

- YES NO Is the main idea clearly stated for each paragraph? **N/A**
- YES NO Will the main idea be obvious and easy for students to understand? **N/A**
- YES NO Is the main idea (topic sentence) usually located at the beginning of the paragraph? **N/A**
- YES NO Does the rest of the paragraph clearly explain the main idea?
(Remember the students' limited knowledge base.) **N/A**

Supporting and Reinforcing the Main Concept

- YES NO Are the supporting details clear and sufficient in number?
- YES NO Do charts, pictures, and other graphics support the main ideas?
- YES NO Are graphics appropriately placed within or near the text they illustrate?
- YES NO Are there special appendices to provide students with additional reference materials?

Organizing the Information

- YES NO Is there a logical arrangement of text so students can easily take notes?
- YES NO Are signal words provided to indicate how ideas in the section are related to one another? **N/A**
- YES NO Is the presentation of main ideas and details consistent in each chapter?

Vocabulary Development

- YES NO Are important words/concepts highlighted in the text?
- YES NO Are important words/concepts clearly defined or explained within the reading?
- YES NO Does the author provide more than just a definition?
(e.g., pictures, examples, analogies, etc.)
- YES NO Is the number of highlighted vocabulary terms appropriate for the concepts being explained? Does the text avoid too much jargon?

SUMMARY

Please provide your overall rating/evaluation of this text in the area of “Active Reading.”

The Scott Foresman program very successfully scaffolds from a concrete understanding of mathematics to a metacognitive stage throughout the grade levels.

POST THINKING ACTIVITIES

Metacognition

YES NO Are there questions within the chapter to help students check their understanding as they read?

YES NO Does the summary accurately reflect the main ideas and key supporting information within the chapter?

YES NO Do the end-of-chapter questions correlate with the chapter objectives?

YES NO Do the questions at the end of the chapter encourage higher order thinking skills?

YES NO Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

SUMMARY

Please provide your overall rating/evaluation of this text in the area of “Post Thinking Activities.”

Scott Foresman’s *enVision Math* has a strong base in problem solving and application, meeting the needs at the pre and post thinking levels.

READABILITY

YES NO Is the reading level realistic for the students who will be using the text?

- Readability of text: **ON GRADE LEVEL**
(Fry Scale, attached or Publisher’s Estimate)
- Formula(s) used: **PUBLISHER’S ESTIMATE**

SUMMARY

Please provide your overall rating/evaluation of this text’s “Readability.”

The readability of Scott Foresman’s *enVision Math*, although rigorous, has three levels of teaching and learning, appropriate for struggling learners, at grade level learners, and advanced learners.

TECHNOLOGY, INSTRUCTIONAL AIDS AND RELATED RESOURCES

YES NO Does the textbook package include a reference list of contemporary resources that explains how they can be used with the text, or software and/or current website?

YES NO Does the textbook package include suitable and useful materials and resources to accompany the basic textbook?

YES NO Does the textbook package provide appropriate and varied assessment strategies to accompany the basic textbook?

YES NO Does the textbook package suggest varied enrichment activities appropriate for the various learning needs of students?

YES NO Does the textbook package provide or suggest various interdisciplinary activities?

SUMMARY

Please provide your overall rating/evaluation of this text in the area of “Technology, Instructional Aids and Related Resources.”

The technology of Scott Foresman’s *enVision Math* is first-rate, with tremendous student, teacher, and lesson design support. The online assessment and data management system prescribes intervention, helps with grouping, and disaggregates data. Finally, the home-school connection is powerful and user friendly.

ETHNICITY, GENDER, DIVERSITY SENSITIVITY

YES NO Does the textbook package address the diversity of our nation and handle this subject with sensitivity?

YES NO Does the textbook package acknowledge contributions of women as well as men in the context of its subject?

SUMMARY

Please provide your overall rating/evaluation of this text in the area of “Ethnicity, Gender & Diversity”.

The Scott Foresman *enVision Math* series meets all federal, state, and local guidelines and mandates regarding ethnicity, gender and diversity sensitivity, with a child-centered approach to learning.