

Vendor: McGraw Hill

Title: Tennessee Reveal Math

You may watch the Textbook Commission appeals hearing here: <https://www.youtube.com/watch?v=lwoUx2W5bgY>. McGraw Hill begins at 1:51:16.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	93%	<ul style="list-style-type: none">The materials embed a minimum of three tasks in every unit. Tasks have multiple entry points and can be solved using a minimum of two solution strategies and/or representations. Each lesson includes a "math probe" in which students apply what they've learned in the lesson to a scenario/task. At the end of each unit, there is a unit review performance task, as well as end of unit performance task. Each task requires students to apply their learning from the unit. In addition to these tasks, there are opportunities for students to participate in multiple tasks during their workstation time for each unit.The materials give students opportunities to work problems within each lesson; however, there are some lessons not aligned to the full breadth of the standard(s).The materials indicate common student misconceptions and provide guidance on how to instructionally address the misconception. This guidance is present throughout the teacher resources, as well as the digital resources.Materials provide educative support in every lesson for teachers to ensure standards are taught accurately and to the appropriate level of rigor as indicated by the standards. Each unit provides an overview of the covered material and how it relates to Focus, Coherence, and Rigor. In addition, each unit provides focus questions for	88%	<ul style="list-style-type: none">Units within the materials embed all eight mathematical practices.The materials support students in discussing and articulating mathematical ideas. Within each lesson, students either write or verbally justify their thoughts, as well as discuss and articulate mathematical ideas.Mathematical vocabulary terms and academic terms are present in each unit.	83%	<ul style="list-style-type: none">In every lesson, materials include recommended supports, accommodations, and modifications for English Language Learners; however, there are no evident supports for Students with Disabilities.The curriculum's digital platform includes interactive student modules, videos for students and teachers, a teacher edition e-book, and an e-tool kit for digital manipulatives. Not everything is printable. However, many of the included materials are printable PDFs

		teachers, as well as effective teaching practices to utilize in each lesson.				
1	93%	<ul style="list-style-type: none"> The materials embed a minimum of three tasks in every unit. Tasks have multiple entry points and can be solved using a minimum of two solution strategies and/or representations. Each lesson includes a "math probe" in which students apply what they've learned in the lesson to a scenario/task. At the end of each unit, there is a unit review performance task, as well as end of unit performance task. Each task requires students to apply their learning from the unit. In addition to these tasks, there are opportunities for students to participate in multiple tasks during their workstation time for each unit. The materials give students opportunities to work problems within each lesson; however, there are some lessons not aligned to the full breadth of the standard(s). The materials indicate common student misconceptions and provide guidance on how to instructionally address the misconception. This guidance is present throughout the teacher resources, as well as the digital resources. Materials provide educative support in every lesson for teachers to ensure standards are taught accurately and to the appropriate level of rigor as indicated by the standards. Each unit provides an overview of the covered material and how it relates to Focus, Coherence, and Rigor. In addition, each unit provides focus questions for teachers, as well as effective teaching practices to utilize in each lesson. 	92%	<ul style="list-style-type: none"> Units within the materials embed all eight mathematical practices. The materials support students in discussing and articulating mathematical ideas. Within each lesson throughout all the materials, students either write or verbally justify their thoughts, as well as discuss and articulate mathematical ideas. Mathematical vocabulary terms and academic terms are present in each unit. 	83%	<ul style="list-style-type: none"> In every lesson, materials include recommended supports, accommodations, and modifications for English Language Learners; however, there are no evident supports for Students with Disabilities. The curriculum's digital platform includes interactive student modules, videos for students and teachers, a teacher edition e-book, and an e-tool kit for digital manipulatives. Not everything is printable. However, many of the included materials are printable PDFs

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3	85%	<ul style="list-style-type: none"> There are a variety of tasks in the student practice book, Ignite, Performance Tasks, Game station. and Application Station cards. 	88%	<ul style="list-style-type: none"> Although not referred to as "Mathematical Practices" in the student book, they are clearly emphasized. Important Vocabulary is identified at the beginning of every lesson. 	92%	<ul style="list-style-type: none"> Each lesson has scaffolding information for the teacher as well as videos to give the teachers additional support. All lessons provide reteaching and extending options. There are also Spanish versions of many worksheets.

		<ul style="list-style-type: none"> The "Bring it Together" section in each lesson addresses common misconceptions students may have. The connections to prior grades are identified in each unit in the Unit Overview in the Coherence section. This section also shows how the standard will develop in the next grade. Every unit has more than 3 tasks available. There are tasks in the On My Own worksheet, there are tasks in the Application Station Cards, and in the Differentiation Resource Book- Extend Thinking. The unit planner provides educative support in every lesson to ensure that the rigor is met as indicated by the standards. 		<ul style="list-style-type: none"> Students have an opportunity to write to justify their thoughts every lesson on the Practice and Reflect worksheet. This curriculum incorporates opportunities for teachers to utilize specific Effective Teaching Practices, which are clearly aligned with the Mathematical Practices for students, in every unit and lesson. There are routines in this curriculum that focus on specific processes and skills representative of the SMP, but they are not clearly indicated in the student edition. 		<ul style="list-style-type: none"> Addresses ELL accommodations. Other recommendations not easily found/ there are supports for Math Language Development that assist struggling readers.
4	85%	<ul style="list-style-type: none"> There are a variety of tasks in the student practice book, Ignite, Performance Tasks, Game station. and Application Station cards. The "Bring it Together" section in each lesson addresses common misconceptions students may have. The connections to prior grades are identified in each unit in the Unit Overview in the Coherence section. This section also shows how the standard will develop in the next grade. Every unit has more than 3 tasks available. There are tasks in the On My Own worksheet, there are tasks in the Application Station Cards, and in the Differentiation Resource Book- Extend Thinking. The unit planner provides educative support in every lesson to ensure that the rigor is met as indicated by the standards. 	88%	<ul style="list-style-type: none"> Although they are not referred to as "Mathematical Practices" in the student book, they are clearly emphasized. Important Vocabulary is identified at the beginning of every lesson. Students have an opportunity to write to justify their thoughts every lesson on the Practice and Reflect worksheet. This curriculum incorporates opportunities for teachers to utilize specific Effective Teaching Practices, which are clearly aligned with the Mathematical Practices for students, in every unit and lesson. There are routines in this curriculum that focus on specific processes and skills representative of the SMP, but they are not clearly indicated in the student edition. 	92%	<ul style="list-style-type: none"> Each lesson has scaffolding information for the teacher as well as videos to give the teachers additional support. All lessons provide reteaching and extending options. There are also Spanish versions of many worksheets. Addresses ELL accommodations. Other recommendations not easily found/ there are supports for Math Language Development that assist struggling readers.

5	78%	<ul style="list-style-type: none"> • There are a variety of tasks in the student practice book, Ignite, Performance Tasks, Game station. and Application Station cards. • The "Bring it Together" section in each lesson addresses common misconceptions students may have. • The connections to prior grades are identified in each unit in the Unit Overview in the Coherence section. This section also shows how the standard will develop in the next grade. • Every unit has more than 3 tasks available. There are tasks in the On My Own worksheet, there are tasks in the Application Station Cards, and in the Differentiation Resource Book- Extend Thinking. • The unit planner provides educative support in every lesson to ensure that the rigor is met as indicated by the standards. 	88%	<ul style="list-style-type: none"> • Although they are not referred to as "Mathematical Practices" in the student book, they are clearly emphasized. • Important Vocabulary is identified at the beginning of every lesson. • Students have an opportunity to write to justify their thoughts every lesson on the Practice and Reflect worksheet. • This curriculum incorporates opportunities for teachers to utilize specific Effective Teaching Practices, which are clearly aligned with the Mathematical Practices for students, in every unit and lesson. There are routines in this curriculum that focus on specific processes and skills representative of the SMP, but they are not clearly indicated in the student edition. 	83%	<ul style="list-style-type: none"> • Each lesson has scaffolding information for the teacher as well as videos to give the teachers additional support. • All lessons provide reteaching and extending options. There are also Spanish versions of many worksheets. • Addresses ELL accommodations. Other recommendations not easily found/ there are supports for Math Language Development that assist struggling readers.
6	78%	<ul style="list-style-type: none"> • Materials embed multiple tasks in each lesson in practice pages as well as in the learning pages of the lesson. • Common misconceptions are listed in each lesson with ways to help students get on track. • Supports for adults are located on front page of each lesson - outlining rigor and mathematical background • Put it All Together and "Spiral Review" activities can be assigned online, seem to be limited to previous lessons within the same module; warm-up address prerequisite skills for the lesson. 	88%	<ul style="list-style-type: none"> • Each module outlines key math practice standards and those not outlined in the materials are embedded within the lessons. • Throughout each lesson, students have opportunities to discuss and articulate mathematical ideas by writing or verbally explaining. • Student materials include MP icon next to certain Practice problems; Math Practices in the teacher materials are identified with the objective and explained in connection the that part of the lesson, explains what teachers should draw student attention to. • Lessons begin with preassessment of vocab words already known. Sample answers show expectation of use of vocab in written and oral responses. 	83%	<ul style="list-style-type: none"> • Support for ELL students are offered in every lesson (even if it directs to another material within the curriculum). • Differentiation is outlined in every lesson for all levels of students/learners.
7	81%	<ul style="list-style-type: none"> • Materials embed multiple tasks in each lesson in practice pages as well as in the learning pages of the lesson. 	88%	<ul style="list-style-type: none"> • Each module outlines key math practice standards and those not outlined in the materials are embedded within the lessons. 	83%	<ul style="list-style-type: none"> • Support for ELL students are offered in every lesson (even if it directs to another material within the curriculum). • Differentiation is outlined in every lesson for all levels of students/learners.

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8	80%	<ul style="list-style-type: none"> Materials embed multiple tasks in each lesson in practice pages as well as in the learning pages of the lesson. Common misconceptions are listed in each lesson with ways to help students get on track. Supports for adults are located on front page of each lesson - outlining rigor and mathematical background Put it All Together and "Spiral Review" activities can be assigned online, seem to be limited to previous lessons within the same module; warm-up address prerequisite skills for the lesson. 	88%	<ul style="list-style-type: none"> Each module outlines key math practice standards and those not outlined in the materials are embedded within the lessons. Throughout each lesson, students have opportunities to discuss and articulate mathematical ideas by writing or verbally explaining. Student materials include MP icon next to certain Practice problems; Math Practices in the teacher materials are identified with the objective and explained in connection the that part of the lesson, explains what teachers should draw student attention to. Lessons begin with preassessment of vocab words already known. Sample answers show expectation of use of vocab in written and oral responses. 	83%	<ul style="list-style-type: none"> Support for ELL students are offered in every lesson (even if it directs to another material within the curriculum). Differentiation is outlined in every lesson for all levels of students/learners.
Algebra 1	85%	<ul style="list-style-type: none"> Vertical alignment is displayed at the beginning of each module (chapter) as well as at the beginning of each lesson. Misconceptions are given at the beginning of each module (chapter) and embedded when applicable within each lesson. Within the text, educator supports are limited. Minimal spiral review opportunities are available. Every standard is addressed and has at least one aspect of rigor present, but there are places where the conceptual 	79%	<ul style="list-style-type: none"> Math practices are identified at the beginning of each lesson and examples that use specific math practice standards are labeled in the TE. Problems or exercises where the math practice standards are represented are not available. Math practice standards are not identified in the SE. Students are encouraged to discover and discuss mathematical ideas in each lesson. 	92%	<ul style="list-style-type: none"> ELL support and accommodation are found throughout the text. Differentiation ideas are available in each lesson. There is no specific mention of SWD or accommodation. ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds.

		<p>understanding and/or application piece was lacking.</p> <ul style="list-style-type: none"> • Visual aids were provided but little transition from concrete to representation to abstract was provided within the notes. • There are at least 3 "tasks" in each unit. 				
Geometry	83%	<ul style="list-style-type: none"> • Vertical alignment is displayed at the beginning of each module (chapter) as well as at the beginning of each lesson. • Misconceptions are given at the beginning of each module (chapter) and embedded when applicable within each lesson. • Within the text, educator supports are limited. • Minimal spiral review opportunities are available. • Every standard is addressed and has at least one aspect of rigor present, but there are places where the conceptual understanding and/or application piece was lacking. • Visual aids were provided but little transition from concrete to representation to abstract was provided within the notes. • There are at least 3 "tasks" in each unit. 	79%	<ul style="list-style-type: none"> • Math practices are identified at the beginning of each lesson and examples that use specific math practice standards are labeled in the TE. Problems or exercises where the math practice standards are represented are not available. Math practice standards are not identified in the SE. • Students are encouraged to discover and discuss mathematical ideas in each lesson. 	92%	<ul style="list-style-type: none"> • ELL support and accommodation are found throughout the text. Differentiation ideas are available in each lesson. There is no specific mention of SWD or accommodation. • ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds.
Algebra 2	85%	<ul style="list-style-type: none"> • Vertical alignment is displayed at the beginning of each module (chapter) as well as at the beginning of each lesson. • Misconceptions are given at the beginning of each module (chapter) and embedded when applicable within each lesson. • Within the text, educator supports are limited. • Minimal spiral review opportunities are available. • Every standard is addressed and has at least one aspect of rigor present, but there are places where the conceptual understanding and/or application piece was lacking. • Visual aids were provided but little transition from concrete to representation to abstract was provided within the notes. 	79%	<ul style="list-style-type: none"> • Math practices are identified at the beginning of each lesson and examples that use specific math practice standards are labeled in the TE. Problems or exercises where the math practice standards are represented are not available. Math practice standards are not identified in the SE. • Students are encouraged to discover and discuss mathematical ideas in each lesson. 	92%	<ul style="list-style-type: none"> • ELL support and accommodation are found throughout the text. Differentiation ideas are available in each lesson. There is no specific mention of SWD or accommodation. • ELL and SPED supports are embedded in the TE for every lesson, as well as enrichment and common misconception scaffolds.

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Vendor: McGraw Hill

Title: Elementary Statistics, Blauman

You may watch the Textbook Commission appeals hearing here: <https://www.youtube.com/watch?v=lwoUx2W5bgY>. McGraw Hill begins at 1:51:16.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Statistics	50%	<ul style="list-style-type: none"> There are tasks throughout each unit that help students learn how to apply the statistical methods in real-world situations. The materials give students the opportunity to work with problems that cover the breadth of the standards and are aligned to grade-level expectations. There are over 1800 exercises in the text. Concrete understanding is not addressed in depth, but there are multiple representations and abstract concepts explored. 	58%	<ul style="list-style-type: none"> The vocabulary is very precise and rigorous for students in an elementary statistics course. There are mathematically accurate definitions and continuous use of these words. Students must justify their reasoning throughout the book. There are many instances in which the problem says for students to explain their answer. There is no direct evidence that the SMPs are addressed. 	58%	<ul style="list-style-type: none"> There is no indication of support for modifications.