

Enclosure 17.02  
Feb. 26 2015

**EVALUATION OF TEXTBOOK EXHIBIT**

**4511-E**

NAME(S) OF EVALUATOR(S): **Susan Amey, Hether Gillete, Melinda Howard, Julie Stratton**

SUBJECT: **Math**

GRADE: **7 and 8**

LEVEL: **Course 2 and 3**

TEXTBOOK TITLE: **Carnegie Learning Math Series**

AUTHORS: **William S. Hadley, et al** EDITION:

PUBLISHING CO.: **Carnegie Learning**

COPYRIGHT DATE: **2011**

COST PER BOOK: **per quote**

NO. OF BOOKS REQUIRED: **110**

**I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

- NO 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
  - *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
  - *There should be documentation that reflects how the recommended text meets the identified criteria.*
- YES 2. **Was a TOPIC COMPARISON** employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- YES 3. **Was a CONCEPT TRACE** conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- YES 4. **Was a VERTICAL TRACE** done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- NO 5. **Was a "KID RATING"** employed with this text (grades 6-12)?  
(Attach summary)

**II. A LOOK AT THE TOTAL BOOK**  
(Use a scale of 1 - 5 - 1 low, 5 high)

- 5 1. Is the content as up to date as possible and relevant to your students?
- 4 2. Does the book contain helpful organizational features such as:
- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Table of contents | <input checked="" type="checkbox"/> Index |
| <input checked="" type="checkbox"/> Glossary          | <input type="checkbox"/> Appendices       |
| <input type="checkbox"/> Other (specify: )            |   |
- 5 3. Is the book logically and clearly organized?

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- 3 1. Is a helpful introduction provided for each chapter or most chapters?
- 4 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

- 5 \_\_\_\_\_ 3. Is there a clearly recognizable pattern for each chapter?  
 5 \_\_\_\_\_ 4. Is the organizational pattern signaled by:  
     ☒ Headings                                      ☒ Bold print  
     ☒ Transition words                                      ☒ Italics  
     ☒ Other (specify: Symbols)  
 5 \_\_\_\_\_ 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?  
 3 \_\_\_\_\_ 6. Does the text suggest activities for students to practice using new concepts or procedures?  
 5 \_\_\_\_\_ 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  
 5 \_\_\_\_\_ 8. Are there summaries that clarify?  
 5 \_\_\_\_\_ 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 4 \_\_\_\_\_ 1. Does the textbook use clear, readable language?  
 (The DRP is Course 2 = 960L, Course 3 = 930L.)  
 4 \_\_\_\_\_ 2. Is the level of vocabulary appropriate for the background of your students?  
 (Challenging is better than too low!)  
 3 \_\_\_\_\_ 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?  
 5 \_\_\_\_\_ 4. Is the level of sentence complexity appropriate for your students?  
 5 \_\_\_\_\_ 5. Does the text stick to the topic and avoid irrelevant details?  
 5 \_\_\_\_\_ 6. Does the text relate content to students' lives?  
 5 \_\_\_\_\_ 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?  
 4 \_\_\_\_\_ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
     Not visually appealing. Not many worked out examples in student text.
2. What are the major strengths of this text?  
     Level of questioning encourages critical thinking. Accompanying online software program. Aligns to common core. Large amount of student and teacher resources.

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

**EVALUATION OF TEXTBOOK EXHIBIT****4511-E**NAME(S) OF EVALUATOR(S): **Susan Amey, Hether Gillete, Melinda Howard, Julie Stratton**SUBJECT: **Math**GRADE: **7 and 8**LEVEL: **Course 2 and 3**TEXTBOOK TITLE: **Glencoe Math**

AUTHORS:

EDITION:

PUBLISHING CO.: **McGraw-Hill** COPYRIGHT DATE: **2013**

COST PER BOOK:

NO. OF BOOKS REQUIRED:

**I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

- NO 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
  - *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
  - *There should be documentation that reflects how the recommended text meets the identified criteria.*
- YES 2. Was a **TOPIC COMPARISON** employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- YES 3. Was a **CONCEPT TRACE** conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- YES 4. Was a **VERTICAL TRACE** done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- NO 5. Was a **"KID RATING"** employed with this text (grades 6-12)? (Attach summary)

**II. A LOOK AT THE TOTAL BOOK**  
(Use a scale of 1 - 5 - 1 low, 5 high)

- 5 1. Is the content as up to date as possible and relevant to your students?
- 4 2. Does the book contain helpful organizational features such as:
- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Table of contents                            | <input checked="" type="checkbox"/> Index |
| <input checked="" type="checkbox"/> Glossary                                     | <input type="checkbox"/> Appendices       |
| <input checked="" type="checkbox"/> Other (specify: Foldables, Selected Answers) |   |
- 3 3. Is the book logically and clearly organized?

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- 3 1. Is a helpful introduction provided for each chapter or most chapters?
- 4 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

- 5 3. Is there a clearly recognizable pattern for each chapter?  
 5 4. Is the organizational pattern signaled by:  
     ☒ Headings                                      ☒ Bold print  
     ☒ Transition words                                      ☒ Italics  
     ☐ Other (specify: )  
 3 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?  
 3 6. Does the text suggest activities for students to practice using new concepts or procedures?  
 5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  
 3 8. Are there summaries that clarify?  
 5 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

1. Does the textbook use clear, readable language?  
 (The DRP is Course 2 = , Course 3 = .)  
 5 2. Is the level of vocabulary appropriate for the background of your students?  
 (Challenging is better than too low!)  
 5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?  
 4 4. Is the level of sentence complexity appropriate for your students?  
 4 5. Does the text stick to the topic and avoid irrelevant details?  
 4 6. Does the text relate content to students' lives?  
 5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?  
 4 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
 Some stand alone assessments are not as rigorous as we prefer. Ready made resources are limited. Limited space to solve problems. Order of book doesn't match 70/20/10 emphases of CCSS. Some topics require major supplementation. Textbook support from company has been extremely challenging. They are not easy to work with and textbook reps constantly change.
2. What are the major strengths of this text?  
 Online student textbook. Successful program from Math 7 & 8 for past 3 years.

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

## EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S): Susan Amey, Hether Gillete, Melinda Howard, Julie Stratton

SUBJECT: Math

GRADE: 7 and 8

LEVEL: Course 2 and 3

TEXTBOOK TITLE: Big Ideas Math

AUTHORS: Ron Larson & Laurie Boswell EDITION:

PUBLISHING CO.: Big Ideas Learning COPYRIGHT DATE: 2014

COST PER BOOK:

NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

- NO 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)
- Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.
  - The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.
  - There should be documentation that reflects how the recommended text meets the identified criteria.
- YES 2. Was a TOPIC COMPARISON employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- YES 3. Was a CONCEPT TRACE conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- YES 4. Was a VERTICAL TRACE done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- NO 5. Was a "KID RATING" employed with this text (grades 6-12)? (Attach summary)

II. A LOOK AT THE TOTAL BOOK  
(Use a scale of 1 - 5 - 1 low, 5 high)

- 5 1. Is the content as up to date as possible and relevant to your students?
- 5 2. Does the book contain helpful organizational features such as:
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Table of contents                 | <input checked="" type="checkbox"/> Index      |
| <input checked="" type="checkbox"/> Glossary                          | <input checked="" type="checkbox"/> Appendices |
| <input checked="" type="checkbox"/> Other (specify: Reference Tables) |  |
- 4 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

- 5 1. Is a helpful introduction provided for each chapter or most chapters?
- 4 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?



- 5 3. Is there a clearly recognizable pattern for each chapter?  
 5 4. Is the organizational pattern signaled by:  
     ☒ Headings                                      ☒ Bold print  
     ☒ Transition words                                      ☒ Italics  
     ☒ Other (specify: Colo - coding)  
 4 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?  
 4 6. Does the text suggest activities for students to practice using new concepts or procedures?  
 5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  
 1 8. Are there summaries that clarify?  
 4 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

1. Does the textbook use clear, readable language?  
 (The DRP is Course 2 = , Course 3 = .)  
 4 2. Is the level of vocabulary appropriate for the background of your students?  
 (Challenging is better than too low!)  
 5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?  
 3 4. Is the level of sentence complexity appropriate for your students?  
 5 5. Does the text stick to the topic and avoid irrelevant details?  
 4 6. Does the text relate content to students' lives?  
 3 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?  
 5 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
 Textbook not a consumable. Order of book doesn't match 70/20/10 emphases of CCSS.
2. What are the major strengths of this text?  
 Visuals in text and workbook. Common Core alligned. Workbook in addition to text.

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

# Carnegie Learning

437 Grant Street Suite 1906  
Pittsburgh, PA 15219  
Phone (888) 851-7094  
Fax: (412) 690-2444  
Email: bfisher@carnegielearning.com

## Quotation For:

Horseheads Middle School  
950 Sing Sing Rd,  
Horseheads, NY 14845

**Contact:** Jay Hillman

**Phone:**

**Email:**

**Date:** 18-DEC-2014  
**Quotation #:** 69026

**Quotation valid until:** 29-JAN-15  
**Prepared by:** Bobby Fisher  
**Customer #:** 147023

ITEM	DESCRIPTION	LIST PRICE	QUOTED PRICE	UNITS	TERM	TOTAL
USER-CUR	Annual per Student License Course 2 Course 3	36.00	21.00	650	3 yrs	40,950.00
USER-SUPPORT	Annual per User License Support & Maint. Course 2 Course 3	0.00	0.00	650	3 yrs	0.00
TS-COURSE2/SE-F	NATL Math Series Course 2 Student Text (SE, Online SA&SP)	18.00	14.00	325	3 yrs	13,650.00
TS-COURSE2/SE-F	NATL Math Series Course 2 Student Text (SE, Online SA&SP)	18.00	16.00	50	3 yrs	2,400.00
TS-COURSE3/SE-F	NATL Math Series Course 3 Student Text (SE, Online SA&SP)	18.00	14.00	325	3 yrs	13,650.00
TS-COURSE3/SE-F	NATL Math Series Course 3 Student Text (SE, Online SA&SP)	18.00	16.00	50	3 yrs	2,400.00
TT-COURSE2/TI GTRA-F	NATL Math Series Course 2 Teacher Text Set (TRA1, TRA2, TIG1, TIG2)	110.00	110.00	4	1 yrs	440.00
TT-COURSE3/TI GTRA-F	NATL Math Series Course 3 Teacher Text Set (TRA1, TRA2, TIG1, TIG2)	110.00	110.00	4	1 yrs	440.00

License Total:	40,950.00
Support & Maintenance:	0.00
Textbook Total:	32,980.00
Professional Development:	0.00
Misc Total:	0.00
<b>Sub Total:</b>	<b>73,930.00</b>
Freight:	2,968.20
<b>Total:</b>	<b>76,898.20</b>

- Please include your tax exempt certificate with your purchase order.
- The Carnegie Learning Federal Tax ID# is 25-1805640.
- Sales Tax, if applicable, will be charged at the time of invoicing and is not included in this quotation.
- Prices are subject to change, and do not include hardware.
- Multi-year licenses run consecutively from date of shipment.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at [carnegielearning.com/support](http://carnegielearning.com/support))
- Other items included in the purchases of the Cognitive Tutor curriculum:
  - Access to the Carnegie Learning Resource Center
  - Learning Enhancements via Software and Resource Updates
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
  - Media received that was not ordered, (wrong title, wrong quantity)
  - Media received in a damaged condition that would render it unsuitable for use.
- If a return is required, for one of the above reasons, please contact Order Management in order to expedite the issuance of return labels and to arrange a carrier pickup.
- All Professional Development services purchased expire at the term of this license agreement. Standalone Professional Development purchases will expire one year from the purchase date
- All textbooks carry a standard lead time of 4-6 weeks. Shipments will occur earlier if stock is available
- Our standard shipping time is 4-6 weeks and is based on inventory availability and time of year. However, we will make every attempt to have your shipment arrive sooner when possible.
- Customer is responsible for additional costs applicable to shipments that cannot be delivered because they require inside delivery and/or special handling. The customer will be invoiced by CLI when special delivery instructions were not invoiced and/or requested prior to actual deliver.

# Carnegie Learning



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## NOTES:

Pricing valid for entire amount paid up front ONLY

RTI Modules, online, on-demand professional development modules, and ExamView included at no cost.