EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAMI Stratte	E(S) OF on	EVALUATOR(S):	Susan	Amey, Hether	Gillete,	Melinda	Howard, Juli
SUBJI	ECT: Ma	th	GRADE:	7 and 8	LE	VEL: Cou	irse 2 and 3
TEXT	BOOK TI	ITLE: Carnegie Le	earning M	lath Series			
AUTH	ORS: W	illiam S. Hadley, e	t al EDITI	ON:			
PUBL	ISHING (CO.: Carnegie Lea	rning	COPYRIGHT	DATE: 2	2011	
COST	PER BOO	OK: per quote		NO. OF BOOK	KS REQU	JIRED: 11	.0
I.	METHO of 5 mus	DS OF EVALUAT t be employed)	ING (Yes	or No Response	e or NA -	Not Appro	opriate) (3 out
NO	the	LECTION CRITER selection process (A Departments, grade leveriteria that will be used The selection criteria will criteria outlined in 451 There should be document.	Attach sun vels and/or ed as textbook vould be from 1-R.	nmary) district committees oks or programs are m the teacher's per	should con e analyzed. spective an	ne to consens	sus on the selection to the district
YES YES	_2. Wa _A _(to	criteria. as a TOPIC COMPA textbook evaluation stre opic, skill, table of conte as a CONCEPT TRA	ARISON eategy which ents, glossar ACE condu	mployed with the scientifically comp y) in all textbook so the second with this to the second with this to the second with th	nis text and ares the exubmissions extbook?	nd others? eact same tex.	tbook elements
YES NO	A su in 4. Wa A de 5. Wa	textbook evaluation strand determinations, and determination, content or properties a VERTICAL TRatextbook evaluation strands a "KID RATING" ttach summary)	ategy which nes if the as actice prese ACE done ategy which book series.	isolates the same is sessment or questiont. with this book determines how a session of the same is session.	concept, sk ons in the te as part of skill, topic,	ext actually needs a series? strand, or co	neasure what the
II.	A LOOK (Use a sc	AT THE TOTAL I	BOOK 5 high)				
5 4	2. Doe	he content as up to desthe book contain? Table of contents Glossary Other (specify:	helpful org	ganizational fea	tures such	r students? n as:	
		he book logically an					
3	1. Is a 2. Is s	T EACH CHAPTE helpful introduction ufficient background students can link no	n provided d knowled	for each chapte	each cha	nter or mo	st chanters so

<u>5</u>	_3. _4.	Is there a clearly recognizable pattern for each chapter? Is the organizational pattern signaled by:
		☐ Transition words ☐ Italies
5	5	Other (specify: Symbols)
<u>5</u>	_5. _6.	Do questions encourage thoughtful responses? Is critical thinking encouraged? Does the text suggest activities for students to practice using new concepts or
	7.	procedures?
5	_/.	Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
<u>5</u>	_8. _9.	Are there summaries that clarify?
3	_9.	Does the text match curriculum goals and objectives?
IV.	EXA	MINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)
4	_1.	Does the textbook use clear, readable language?
4	2.	(The DRP is Course $2 = 960L$, Course $3 = 930L$.) Is the level of vocabulary appropriate for the background of your students?
2	-	(Challenging is better than too low!)
3	_3.	Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
5	_4. _5.	Is the level of sentence complexity appropriate for your students?
5 5 5 5	_5. _6.	Does the text stick to the topic and avoid irrelevant details? Does the text relate content to students' lives?
5	_7.	Does the text provide positive models for both sexes and for different ethnic or
4	8.	cultural groups? 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.	SUM	MARY OF WEAKNESS AND STRENGTHS
1.		t are the chief weaknesses of this text? t visually applealing. Not many worked out examples in student text.
2.	Le	t are the major strengths of this text? vel of questioning encourages critical thinking. Accompanying online software ogram. Alligns 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

NAME Stratto		OF EVALUATOR(S):	Susan Ame	y, Hether G	Gillete, Meli	nda Howard, Juli
SUBJE	ECT:	Math	GRADE: 7 an	ıd 8	LEVEL:	Course 2 and 3
TEXT	BOOI	K TITLE: Glencoe Mat	th			
AUTH	ORS:		EDITION:			
PUBL	ISHIN	NG CO.: McGraw-Hill	COPYRIG	HT DATE: 2	2013	
COST	PER	BOOK:	NO	. OF BOOKS	REQUIREI	D:
I.	MET of 5	THODS OF EVALUATI must be employed)	NG (Yes or N	lo Response o	or NA - Not A	Appropriate) (3 out
NO	_1.	SELECTION CRITER the selection process (A	Attach summan rels and/ or distri d as textbooks or rould be from the I-R.	cy) ct committees sh programs are a teacher's persp	nould come to c nalyzed. ective and in ac	onsensus on the selection
YES	_2.	criteria. Was a TOPIC COMPA A textbook evaluation stra (topic, skill, table of conte	ategy which scier	itifically compar	es the exact sai	ers? me textbook elements
YES	_3.	Was a CONCEPT TRA A textbook evaluation stre submissions, and determin	CE conducted stegy which isola the assessn	d with this tex tes the same con	tbook? ncept, skill or to	opic in all textbook ually measure what the
YES	_4.	instruction, content or pro Was a VERTICAL TR. A textbook evaluation stre	ACE done wit utegy which deter	h this book as	s part of a ser	ries? l, or concept is vertically
NO	_5.	developed through a textb Was a "KID RATING" (Attach summary)		th this text (gr	rades 6-12)?	
II.		OOK AT THE TOTAL I a scale of 1 - 5 - 1 low,				
<u>5</u>	_12.	Is the content as up to do Does the book contain it	late as possibl	e and relevant	to your stud	lents?
•		☐ Table of contents☐ Glossary		☑ Index☑ Append		
3	_3.	☑Other (specify:Folda Is the book logically an				
III.	LOO	K AT EACH CHAPTE	R (1 - 5 RATI	NG)		
<u>3</u>	_1. _2.	Is a helpful introduction Is sufficient background that students can link no	d knowledge r	provided for e	ach chapter of	or most chapters so

<u>5</u>	$-\frac{3}{4}$.	Is there a clearly recognizable pattern for each chapter? Is the organizational pattern signaled by:
		☐ Transition words ☐ Italics
3 3	_5. _6.	Other (specify:) Do questions encourage thoughtful responses? Is critical thinking encouraged? 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?
<u>3</u>	8.	Are there summaries that clarify?
5	9.	Does the text match curriculum goals and objectives?
IV.	EXA	AMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)
	_1.	Does the textbook use clear, readable language?
5	_2.	(The DRP is Course 2 = , Course 3 = .) 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?
$\frac{4}{4}$ $\frac{4}{5}$	<u></u> 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.	SUI	MMARY OF WEAKNESS AND STRENGTHS
1.	So ar er fr	at are the chief weaknesses of this text? ome stand alone assessments are not as rigorous as we prefer. Ready made resources re limited. Limited space to solve proglems. Order of book doesn't match 70/20/10 mpases of CCSS. Some topics require major supplementation. Textbook support om company has been extremely challenging. They are not easy to work with and extbook reps constantly change.
2.	Wh O	at are the major strengths of this text? nline student textbook. Successful program from Math 7 & 8 for past 3 years.

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NAMI Stratte	E(S) on	OF EVALUATOR(S): Susan	Amey, Hether G	illete, Melinda H	Ioward, Julie			
SUBJI	ECT:	Math GRADE:	7 and 8	LEVEL: Cour	se 2 and 3			
TEXT	воо	K TITLE: Big Ideas Math						
AUTH	ORS	: Ron Larson & Laurie Boswell	EDITION:					
PUBLISHING CO.: Big Ideas Learning COPYRIGHT DATE: 2014								
COST	PER	BOOK:	NO. OF BOOKS	REQUIRED:				
I.	MET of 5	THODS OF EVALUATING (Yes must be employed)	or No Response or	NA - Not Approp	riate) (3 out			
NO	_1.	SELECTION CRITERIA – Idented the selection process (Attach sum • Departments, grade levels and/or criteria that will be used as textbook • The selection criteria would be from criteria outlined in 4511-R. • There should be documentation that	nmary) district committees sho ks or programs are an m the teacher's perspe	ould come to consensus alyzed. ctive and in addition to	s on the selection			
YES	_2.	Was a TOPIC COMPARISON es A textbook evaluation strategy which	mployed with this scientifically compare	text and others?				
YES	_3.	(topic, skill, table of contents, glossary) in all textbook submissions. 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						
YES	4.	instruction, content or practice preset Was a VERTICAL TRACE done A textbook evaluation strategy which	with this book as	part of a series?	cept is vertically			
NO	_5.	developed through a textbook series. Was a "KID RATING" employed (Attach summary)						
II.	A L((Use	OOK AT THE TOTAL BOOK a scale of 1 - 5 - 1 low, 5 high)						
5	1. 2.	Is the content as up to date as post Does the book contain helpful or Table of contents Glossary	ganizational feature Index Appendie	es such as:				
4	3.	Other (specify:Reference Tabl Is the book logically and clearly of						
II.	LOO	K AT EACH CHAPTER (1 - 5 R	ATING)					
	1.	Is a helpful introduction provided Is sufficient background knowled that students can link new knowled	ge provided for each	ch chapter or most	chapters so ned?			

<u>5</u>	_3. _4.	Is there a clearly recognizable pattern for each chapter? Is the organizational pattern signaled by:						
		Transition words						
		Other (specify: Colo - coding)						
4 4	_5. _6.	Do questions encourage thoughtful responses? Is critical thinking encouraged? 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?						
<u>1</u>	_8. _9.	Are there summaries that clarify? Does the text match curriculum goals and objectives?						
IV.	EXA	MINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)						
-	1.	Does the textbook use clear, readable language?						
4	_2.	(The DRP is Course 2 = , Course 3 = .) 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?						
3 5 4 3	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.	SUM	IMARY OF WEAKNESS AND STRENGTHS						
1.		t are the chief weaknesses of this text? xtbook not a consumable. Order of book doesn't match 70/20/10 emphases of CCSS.						
2.		t are the major strengths of this text? suals in text and workbook. Common Core alligned. Workbook in addition to text.						
		July 1, 2001 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: Quotation #: 18-DEC-2014

69026

Quotation valid until:

29-JAN-15

Prepared by: Customer #:

Bobby Fisher 147023

Support & Maintenance:

Professional Development:

Textbook Total:

Misc Total:

Sub Total:

Freight:

Total:

0.00

0.00

0.00

32,980.00

73,930.00

76,898.20

2,968.20

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
				Lice	nse Total:	40,950.00

- 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)
- 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:

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 - Media received in a damaged condition that would render it unsuitable for
- 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.
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- 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 delivery



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