

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title The Practice of Statistics 5th edition Price 0 (Donation from publisher)

Material (check one): ☒ Major text series ☐ Supplementary material

Instructional Course for which material will be used: AP Statistics

Author: Starnes, Tabor, Yates, and Moore Publisher: W.H. Freeman

Place of Publication: New York, NY

Year of Publication: 2014 Edition: 5th

Current Text: The Practice of Statistics, 4e Year of Adoption: 2011

Please score each item 1 – 3 points. 1 = Poor 2 = Fair 3 = Excellent
If an item is not applicable, please mark N/A.

Please provide evidence and/or comments for each indicator.

Section A

Understanding: Content / Standards	Evidence / Comments	Points (1-3)
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	The text clearly addresses the four big ideas of the AP Statistics course: exploring data, collecting data, anticipating patterns, and statistical inference.	3
The content addresses district, state and national standards.	The text is specifically written for students in the AP Statistics course. It covers every topic on the AP Statistics Topic Outline.	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	The text carefully arranges the content so students start by learning relatively simple skills followed by deeper concepts and finally an intergration of the skills and concepts necessary for statistical inference.	3

Subtotal 9

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	The book shows no gender or ethnic stereotypes, but doesn't go out of it's way to be artificially diverse.	2
The materials require learners to be thoughtful, reflective and use high level skills.	Absolutely. Although there are some questions at the "skill" level, most of the exercises and examples require critical thinking and conceptual understanding.	3
The materials include valid and varied assessments-both traditional and performance based.	In addition to section exercises and quizzes and chapter exercises and quizzes, the student text includes hands-on activities that teachers can use to informally assess student progress. Also, the teacher's supplementary materials include suggested projects for students to perform, along with rubrics for assessing these projects.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	In addition to chapter tests and exercises, the student text includes several sets of "Check Your Understanding" questions within each section for students can monitor their progress. Quizzes are also provided so teachers can assess students during a chapter to monitor their progress and achievement.	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	In the Learning and Innovation category of the 21 st Century Skills document, the content of this text clearly addresses the Critical Thinking and Problem Solving Standards. Specifically, the text emphasizes Making Judgments and Decisions by effectively analyzing and evaluating evidence, arguments, claims and beliefs and interpreting information and drawing conclusions based on the best analysis.	3

Subtotal 14

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Exercise sets are designed so they include a range of difficulty from vocabulary and basic skills to complex analysis. Also, activities are included for students with diverse learning styles.	2
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	Each chapter includes dozens of examples of how statistics can be used in a variety of fields, including biology, psychology, economics, business, sociology, etc. Also, emphasis is	3

	placed on the statistical process which describes how to ask and answer statistical questions in a variety of fields.	
The materials reflect a “developmentally appropriate” approach to student learning.	Absolutely. This is a college-level course, but the text recognizes that the students reading the text are still in high school.	3
Outside experiences, including family involvement, are part of the learning experience.	Many of the examples draw on student experiences outside of the classroom, from camping trips to iPods. However, the text does not explicitly encourage family involvement.	2

Subtotal 10

Total Points for Section A 33

Section B

Pre-Reading: Background Knowledge	Evidence / Comments	Points (1-3)
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	Although the text doesn't explicitly ask students to reflect on their life experiences, the examples are carefully chosen so the topics reflect things that students are interested in.	2
The materials build on the students' prior knowledge within the chapter subsections.	Definitely. The sequencing of the chapters and sections was chosen specifically so that students will be building on (and relying on) prior knowledge.	3

Subtotal 5

Pre-Reading: Purpose Setting	Evidence / Comments	Points (1-3)
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	Yes, both in the beginning of each section and in the chapter review. The chapter review includes a list of example and exercises corresponding to each LO.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Yes, section headings clearly identify which questions/topics are being addressed.	3

Subtotal 6

Total Points for Section B 11

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Yes, chapter, section, and sub-section titles clearly identify the main idea of each section.	3
The main idea of each paragraph is clearly stated and easy to locate.	Yes, the main ideas are kept at the forefront in each paragraph.	3

Subtotal 6

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Yes, it is easy to identify and understand the main ideas.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Yes, the text includes lots of graphs and diagrams to help students understand the main ideas of the section.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Yes, in addition to details within the main narrative, the text included marginal notes with additional information about the content and examples.	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	It would be easy to take outline-style notes using the chapter, section, sub-section structure of the textbook.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Students are often prompted to think about connections between sections within a chapter and connections between chapters.	3

The presentation of main ideas and details is consistent in each chapter.	Yes, the different pedagogical features (e.g. narrative, examples, check your understandings, technology corners) have the same style and structure in each chapter.	3
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Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Yes, key terms are in bold and are defined in a definition box in the text. There is also a glossary.	3
Important words/concepts are clearly defined or explained within the reading.	Yes, both within the reading and again in the margin or in a definition box.	3
Concrete examples or analogies are included to clarify abstract ideas.	One of the biggest strengths of the book is how many examples are used to clarify and illustrate important concepts.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Yes, each key term is surrounded by an example illustrating its use.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Yes, although there is a lot of vocabulary to learn in a statistics class, the number of highlighted terms is appropriate.	3

Subtotal 15

Active Reading: Author's Writing/Student Engagement	Evidence / Comments	Points (1-3)
The author's style engages students—sentence structure is varied and not overly complex, verbs are mostly in the active voice.	The style is engaging and appropriate for an Advanced Placement course for high school students.	3
The author uses imagery and concrete examples to help students visualize information.	The author's use of examples is excellent and helps students to visualize important concepts.	3

Subtotal 6

Total Points for Section C 45

Section D

Post Reading: Metacognition	Evidence / Comments	Points (1-3)
The author provides quality questions within and at the end of each chapter. They correlate to the chapter objectives, help students check their understanding as they read, encourage higher order thinking, and promote class or small group discussions.	Within each chapter the author provides Check Your Understanding questions. Also, many of the examples are in a question/solution format to give students an idea of what good solutions should look like. Section and chapter exercises range from lower-level questions about vocabulary and basic skills to higher-level questions that ask students to apply their knowledge, critically evaluate evidence, and make decisions. Activities are also included that are designed to generate class discussions. Finally, the chapter review exercises are explicitly related to the learning objectives.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	When appropriate, the author prompts students to think about the connections between sections and between chapters.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Yes, the summaries do a good job highlighting the main ideas of the chapter.	3

Total Points for Section D 9

Section E

Teacher's Guide and other Resources	Evidence / Comments	Points (1-3)
The teacher's guide includes activities for helping students to organize information, to lead their own discussions, and to work in cooperative groups.	In addition to activities included in the student text, the Annotated Teacher's Edition and Teacher's Resource Materials include alternate activities to encourage active learning in cooperative groups.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Yes, pacing guides and suggested homework assignments are included for each chapter and are well organized and easy to use.	3

Total Points for Section E 6

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Yes. The AP Prep Guide and materials available on the book's website (including applets and online quizzes) will help students expand their knowledge.	3
Ancillary materials meet the varying individual needs of students.	There are videos available for students to help with key examples, exercises, and uses of technology.	2
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	The videos available for students, along with eventual ebook access, are state of the art.	3

*Workbooks, blackline masters, skill sheets, CDs, videos, DVDs, multi-level libraries, and primary resource documents.

Total Points for Section F 8

Total Points Section A = 33

Total Points Section B = 11

Total Points Section C = 45

Total Points Section D = 9

Total Points Section E = 6

Total Points Section F = 8

Total Points for Text

112

Final Recommendation and explanation:

The Practice of Statistics is the most commonly used book for AP Statistics in the nation, for good reason. It is specifically written for the AP Statistics course--it isn't just a college statistics book being used in high school. It has plentiful examples in a variety of styles to help students understand the main ideas of each section. The exercises and examples are modern and relevant to today's student and make it easy for students to see how this material will be used in their lives and careers. There are also AP-style tests included in each chapter and at the end of each group of chapters. Finally, the structure and organization of the book are ideal for developing the conceptual knowledge required for students to do well on the AP Statistics Exam.

Submitted by:

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STAFF CONFLICT OF INTEREST

I, Josh Tabor, do hereby indicate:

1. That I am presently an officer/employee of the Amphitheater Unified School District;
2. That I have a substantial interest in the contract, sale, purchase, or service to or decision by the Amphitheater Unified School District Governing Board as described below.
3. That I shall refrain from participating in any manner in my capacity as an employee or officer of Amphitheater Unified School District in such contract, sale, purchase, service to, or decision by the Governing Board unless specifically permitted to do so by law.

2-26-14
Date

Josh Tabor
Signature

Description of Conflict:

I am a co-author of *The Practice of Statistics 5e* and receive royalties on sales of this book. As part of my agreement with the publisher, they will donate copies of *The Practice of Statistics 5e* to Canyon del Oro High School for use in my AP Statistics classes. There will be NO COST to the district. The books they will be replacing (*The Practice of Statistics 4e*) were also donated to Canyon del Oro High School by the publisher.