Extent of calculator dependence
in 6th grade Math texts
approved for 2007 local Texas adoption

SE = Student Edition; TE = Teacher's Edition; Numbers in **bold italics** indicate TE.

Nonconforming

	SAXON MATH Course 1 (Harcourt Achieve, 2007)	MATH Course 1 (McDougal, 2007)	HOLT MATH Course 1 (Holt, 2007)	TEXAS MATH Course 1 (Prentice, 2008)	TEXAS MATH Course 1 (Glencoe, 2007)	EVERYDAY MATH (McGraw, 2004)	CONNECTED MATH 2 (Prentice, 2008)
Stated policy on calculator use	No stated policy; 9 SE pages suggest calculator use; text 4 times refers students to the Saxon website for graphing calculator activities	Calculation treated as " 'practice makes perfect' " **not** as " 'something best left to calculators' " (p. **T52**); calculator use usually limited to one "Technology Activity" per chapter	"Choose a solution method and solve …. You could use paper and pencil. But finding a product of 3-digit numbers requires several steps. Using a calculator will probably be faster." p. 31	"Students … expected to use graphing tech-nology … no longer limited to four-function calculators." p. **T26** "Will you use estima-tion, mental math, paper and pencil, or a calculator …? " Sample answer: "calculator because it is faster" p. 15, #31	"Use a calculator if an exact answer is needed and the calculations are not simple enough to perform mentally and have fairly large num-bers." p. 642, #12-5 Pp. 8-9 give detailed instruction on use of graphing calculator. Also see pp. 10, 51.	"… calculators … free both students and teachers from having to spend so much time on dull, repetitive, and unproductive tasks." Teacher's Reference Manual, p. 35, lines 1-3	"… we assume that students have access to calculators at all times. However, we hope that students will develop good estimation and mental arithmetic skills." Prime Time, p. **16**, col. 2, par. 3, "A Note on Calculators"
How often does the text suggest calculator use for …							
multiplying by a 2- or 3-digit number?	not mentioned in SE (A few TE extension problems with very large numbers suggest calculator use.)	for 2 problems pp. 24, 37	for 13 problems pp. 31, 32, 49, 150, 550, 715	for 11 problems pp. 41, 42	for 3 problems pp. 9, 11	Actual amount of calculator use in "Games" component is indeterminate, but the main student workbook (Math Journal) and other student work-sheets (Math Masters) direct students not to use calculators about 3/7 of the time. Calculator use is always acceptable unless there is a "No Calculator" icon.	Does not "designate specific 'calculator problems' " because calculators should be available "at all times" (see above) and "students should learn when their use is ap-propriate" (Prime Time p. **13**, col. 1, par. 1); Exception: Bits & Pieces I, II, and III all encourage students to work without calculators when first learning fraction and decimal operations.
adding 3-digit or larger numbers?	for 1 problem Performance Activity 4 p. **135B**	for 7 problems pp. 155, **155**	for 3 problems p. 150	not mentioned	for 4 problems pp. 104, 105, 693		
finding decimal value of fractions?	for 4 problems pp. 386, 387	for 18 problems p. 276	for 5 problems p. 389, **389**	for 9 problems pp. 280, 342, 343	for 30 problems pp. 208-210, **210**		
finding circumference?	not expected	for 12 problems pp. 530, **530**	not mentioned	for 11 problems pp. 440, 441, **441**	for 22 problems pp. 490-493, **490**, 504, 505, 522, 536, 686		
finding numerical equivalents of exponential expressions?	not expected	for 31 problems pp. 17, 20, 24	not mentioned	not mentioned	for 26 problems pp. 9, 33-34		
finding the mean?	not expected	not expected	not mentioned	not mentioned	for 11 problems pp. **104**, 105, **112**, 113		
checking paper-and-pencil answers?	for 13 problems pp. **226**, **346**, 386, **438**, **608**	not expected	for 12 problems p. 21	not mentioned	for 58 problems pp. 208, 535-537		
other mathematical operations?	for 16 problems pp. **108**, 231, 232, 244, 245, **274**, 437, 462, **469**, 608	for 87 problems pp. 24, 37, 155, **155**, 385, 441, **441**, 602, 667, 688	for 36 problems pp. 31, 32, **32**, 36, 39, 44, 57, 177, 187, 389, **389**	for 79 problems pp. 15, 35, 78, 180, 237, 281, 345, 437, 547, **570D**, 586, 588, 589, 590, 592-595, 599, 600	for 91 problems pp. 9, 26, 27, 48, 53, 104, 112, 113, 164, 209-210, 288, 314, 479, 487, 512, 522, 549, **607**, **611**, 693		
Total suggested calculator use	Suggested for 34 problems, not expected elsewhere	Stipulated for 157 problems, not expected elsewhere	Stipulated for 69 problems, accepted elsewhere	Stipulated for 110 problems, accepted elsewhere	Stipulated for 245 problems, accepted elsewhere	About 57% (4/7) of the time overall	Encouraged for most problems