

Emphasis on mastery of computation skills

in 3rd Grade Math texts submitted for 1999 Texas adoption

— SUMMARY —

	Saxon (1997) <i>Math 3</i> 140 lessons	SRA (1999) <i>SRA Math</i> 154 lessons	Harcourt (1999) <i>Math Advantage</i> 28 chapters	Scott-Addison (1999) <i>Math</i> 12 chapters	Silver (1999) <i>The Path to Math Success</i> 12 chapters	McGraw (1999) <i>Math in My World</i> 12 chapters	Everyday Learning (1998) <i>Everyday Math</i> 120 lessons
How often is ADDITION -with-regrouping tested after the initial test on it?	On each of 11 subsequent tests	On each of 4 subsequent unit tests (plus 6 additional sub-unit tests)	On 7 of 10 cumulative tests (plus 6 additional sub-tests)	On tests of 1 of 9 subsequent chapters (i.e., 3 total problems on the 2 Ch. 11 tests)	On only 1 of 9 subsequent tests (i.e., 1 problem on Ch. 11 test)	On 2 of 9 subsequent tests (i.e., 1 problem each on Ch. 6 and Ch. 11 tests)	Never tested again after 2 problems on initial test (TE, p. 94)
How often is SUBTRACTION -with-regrouping tested after the initial test on it?	On 7 of 8 subsequent tests	On all 4 unit tests (plus 5 additional sub-unit tests)	On 6 of 10 cumulative tests (plus 9 additional sub-tests)	On tests of 1 of 8 subsequent chapters (i.e., 1 problem on each of 2 Ch. 11 tests)	On only 1 of 9 subsequent tests (i.e., 1 problem on Ch. 11 test)	On only 1 of 8 subsequent tests (i.e., 3 problems on Ch. 11 test)	On 2 of 9 subsequent tests (6 total problems on the 2 tests on TE, pp. 352, 436)
When is MULTIPLICATION of 2 (or more) digits by 1 digit introduced ?	Lesson 101 After 72% of program	Lesson 136, p. 386 After 88% of book pagewise	Chapter 27, p. 474 After 93% of book pagewise	Chapter 9, p. 370 After 72% of book pagewise	Chapter 12, p. 445 After 92% of book pagewise	Chapter 12, p. 450 After 94% of book pagewise	Unit 9, Lesson 87 After 73% of program
How often is MULTIPLYING 2 (or more) digits by 1 digit tested ?	On each of 7 subsequent tests (also reviewed in 25 lessons)	On 2 tests (TE, pp. 397 and 436)	On 2 chapter tests (pp. 484 and 500, but the test on p. 500 allows calculator use for the one problem of this sort)	On 1 chapter test and 1 alternate test (both on TE, p. 404, with little review thereafter)	On 1 test and 1 optional test for the same chapter (both on TE, p. 483)	On 1 chapter test (p. 476)	On Unit 9 test "Mastery of paper-and-pencil multiplication is not expected at this time." — p. 489, par. 3, <i>Teacher's Manual & Lesson Guide</i>
How many problems (other than basic division facts) use standard DIVISION algorithm to divide 2 (or more) digits by 1 digit?*	75	27 (34 more in supplements [§])	104 (62 more in supplements [§])	68 (42 more in supplements [§])	71 (20 more in supplements [§])	17 (23 more in supplements [§])	0
Where are "crutches" [‡] dropped in DIVISION ?	Never used	Lesson 77, p. 214 (after initial teaching and practice with manipulatives)	Chapter 28, p. 493 (3 later scattered problems also allow calculator use.)	Chapter 9, p. 402	Chapter 12, p. 478	Never dropped Final Cumulative Review allows calculator use for division.	Never dropped
Does the total 3 rd grade program AVOID calculator dependence?	Always NO calculator use in 3 rd grade	Almost always Problems allowing calculator use include: 3 addition (regrouping) 4 subtraction (regrouping) 12 multiplication (1 digit x 2 digits)	Usually Problems allowing calculator use include: 27 addition (regrouping) 42 subtraction (regrouping) 6 multiplication (1 digit x 2 digits) 2 division (remainders) (See also TE, p. E17.)	Almost always Problems allowing calculator use include: 17 addition (regrouping) 14 subtraction (regrouping) division problems in special technology lesson on pp. 400-401 only	Usually Problems allowing calculator use include: 58 addition (regrouping) 42 subtraction (regrouping) 4 multiplication (1 digit x 2 digits) 3 division (remainders)	Sometimes Problems allowing calculator use include: 136 addition (regrouping) 173 subtraction (regrouping) 270 multiplication (1 digit x 2 digits) 99 division (remainders)	Never avoided "Please encourage children to use their calculators whenever they encounter ... problems that may be easier to handle with calculators than without them." — p. 125, par. 4 of TRM.

OVERALL rating:

↑
best

↑
very good

↑
fair

↑
poor

↑
poor

↑
very poor

↑
worst

* Without calculator use

‡ "Crutches" means manipulatives, drawings or calculators.

§ This counts problems using no "crutches," included in supplements pictured in the Teacher's Edition.

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