

## Framework to Compare Two Mathematics Textbooks

Huntley, M. A. (2008). A framework for analyzing differences across mathematics curricula. *Journal of Mathematics Education Leadership*, 10(2), 10-17.

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### CURRICULUM INFORMATION

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#### Title

*What is the title of the curriculum?*

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#### Grades

*What is the target grade range of the curriculum?*

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#### Authors

*Who are the authors of the curriculum?*

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#### Publisher (Year)

*What is the name of the publisher of the curriculum and in what year was it published?*

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#### Ancillary Materials

*What ancillary materials are provided by the publisher?*

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#### Context

*What was the funding source for the materials? To what extent do the materials align with the NCTM Standards?*

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**CONTENT VARIABLES**

Characteristics Unique to *Curriculum 1*

Common Characteristics

Characteristics Unique to *Curriculum 2*

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**Structural Organization**

*What are the physical features of the curriculum  
(e.g., number of units/modules per grade,  
softcover/hardcover)*

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**Depth/Breadth of Content**

*Is depth or breadth of mathematical content  
emphasized and how does this play out (e.g.,  
“layer-cake”/spiral/integrated approach)?*

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**Presentation of Content**

*How is content presented (e.g., to what extent do  
students practice problems similar to worked-out  
examples vs. engage in a sequence of exploratory  
tasks; to what extent are problems set in real-  
world contexts)?*

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**Worked-Out Examples**

*What is the extent of worked-out examples?*

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**Definitions/Rules**

*What is the extent of definitions/rules? Where are  
they located (e.g., embedded in the text, glossary)?*

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**INSTRUCTIONAL VARIABLES**

**Characteristics Unique to *Curriculum 1***

**Common Characteristics**

**Characteristics Unique to *Curriculum 2***

**Instructional Model**

*What, if any, instructional model is explicitly articulated by the curriculum authors? What is the role of direct instruction?*

**Use of Class Time**

*What is a typical lesson like (e.g., to what extent do students explore content, watch the teacher demonstrate procedures, work on computational practice during class time)?*

**Teacher's Role**

*What is the role of the teacher during classroom instruction (e.g., what extent of scaffolding does the teacher provide)?*

**Students' Role**

*What is the role of students during classroom instruction?*

**Use of Small Group Work**

*To what extent do students work in groups?*

**Use of Tools**

*To what extent are students expected to use manipulatives and technology?*

**Assessment**

*What are major features of assessment (e.g., forms of assessment, formal/informal, self/peer)?*

**Homework**

*What is the frequency and role of homework (e.g., to practice newly-learned material, to review previously-learned material)?*