**Annotated Bibliography**

**Lindsay Cieply**

Bailey, R., Day, R., Frey, P., Howard, A. C., Hutchens, D. T., & McClain, K., et al. (2005). *Mathematics: Applications and Concepts Course 2.* Columbus: The McGraw-Hill Companies, Inc.

This is the textbook that will be used for a 7th grade math curriculum. Along with the purchase of the textbooks, there is a set of reproducible containing practice worksheets, tests, quizzes, and other project ideas to reinforce math skills that are correlated with the content standards. This textbook is also created and written to match the Ohio Content Standards. The first part of the textbook is made up of exercises and story problems that mimic those on the Achievement Test. These story problems are a great resource to use for beginning of class problems of the day, which students can work on the minute they enter the classroom. The units in the textbook are created on the Ohio Math Content Standards. One useful resource in the textbook is that in the beginning of the book, it states all the standards and benchmarks and provides which chapter and section that students will be meeting that standard. It helps to navigate through the book and which concepts and skills to teach based on the standard the teacher is teaching in that lesson. With the purchase of the textbook, the teacher is provided with a username and password so that students are able to access the textbook online. The website also provides extra examples, quizzes, parent resources, and a video tutorial for each section in the textbook. Another great feature that this textbook contains is the use of USA Today snapshots and graphics that help students make the connection between real life and mathematics. The website also provides real world projects that can be incorporated at the end of each unit.

Brahier, D. J. (2001). *Assessment in Middle and High School Mathematics.* Larchmont: Eye on Education, Inc.

This book is an excellent tool for alternative assessments in math classrooms. It begins by providing a rationale for a change in the way that teachers assess students in math courses. The book is useful in the fact that it provides different methods of assessment beside the formal test and quiz method. The book offers informal assessments such as journals, open-ended questions, real -world projects, discussion and open forums, and many others. This book states how important it is to relate math to the real world to enhance the competency of students understand of math. Therefore, the book has one whole chapter on different types of projects to assess students that will make them see math concepts in a new light, besides just answering test questions. Another feature in this book is that it provides many lesson plans to relate to the different math standards in middle school. It also provides rubrics to use to assess these alternative assessments. This book also provides examples of weighing grades and how to implement a fair grading framework. This book will help in the building of my curriculum by providing different assessment strategies that will be implemented into my lessons and units.

Duncan, S., & Thompson, K. (2003-2006). *You Can Do It! Short Cycle Assessments Aligned to Ohio Content Standards (2nd ed.).* Russell: K & S Associates.

I received this book from our curriculum director, who received it from the Northwest Regional School Improvement Team. This book was written by teachers for teachers. This book is helpful in the fact that it provides short assessments that coincide within the Ohio Content Standards for grades sixth through eighth. Another thing that is helpful in this resource is the fact that the problems provided are written in a contextualized manner that help students to understand how the concept being taught can be used in the real world. The book also provides templates for creating graphs, coordinate graph paper. It also contains rubrics to keep track of student progress and also it contains charts that help students keep track of scores and assessment of each skill. I will be utilizing this resource for exit tickets at the end of each lesson and also as a post-assessment.

Marcy, S., & Marcy, J. (1989). *Middle School Math with Pizzazz.* Mountainview, CA: Creative Publications.

This resource is a series of five books and is designed to provide practice with skills and concepts. This particular book is geared toward Middle School Students. This book is made up of worksheets that are designed to motivate students by providing puzzles and riddles to unscramble by correctly solving math computations. It helps to make practice and homework more meaningful and effective to the student by providing humor and anticipation. The humor operates as an incentive because the students are not rewarded with the punch line until they complete the exercises. The puzzles also help students to go back and check their mistakes in their computations if the answer to the puzzle does not make sense. I will be utilizing this resource as an assessment for end of lesson homework and practice.

Mattox, K., Hancock, D. R., & Queen, J. A. (2005, March). The Effect of Block Scheduling on Middle School Students' Mathematics Achievement. *NASSP Bulletin* , pp. 1-12.

This journal was helpful in the creation of my statement of purpose for my curriculum. This journal explains the benefits of using a double block schedule for mathematics classrooms in the middle school. It also gives examples of different types of block scheduling to help the decision making of which one will work best in my school district. Another great feature in this article, which will be extremely beneficial in my curriculum, is the examples of how to make the best use of the extra time in a double block math class. This will be useful in creating lessons plans so that there is a variation of teaching practices be utilized, as well as learning strategies for students to keep them engaged in a math class for double the time.

*Study Island*. (2000). Retrieved May 25, 2009, from www.studyisland.com

This is a computer program purchased by school districts and is geared to meet state and national content standards in math, language arts, social studies, and science. It is a web-based instruction that provides students with lessons, practice, and assessment. This program is designed so that students can practice skills and concepts to meet Ohio Content Standards. If students pass a concept, he/she will receive a blue ribbon. Students can take each skills test as many times as possible to pass. Each time a student completes a test, it will provide the student with a report of correct and incorrect answers with explanations on how to solve the problems. Students are provided with a username and password that allows them to log using the Internet, which allows students to use at school or at home. This program allows the teacher to access students’ information. Another feature about his program is that all the tests can also function as multiple choice or short answer questions that are converted into a Microsoft Word document. This allows teachers to print these tests and use them as assessments in the classroom to match the lesson for the day. Tests can also be a combination of skills and can be used as a good review throughout the course of the year. This program is an excellent tool to match any math curriculum. One more feature that motivates students to use this program is the game feature. All tests can be converted into games in which students must get the question correct to take the next step in each game. This feature helps to contextualize the program and relate it to students by making if fun for them to learn.

Wolf, S. A., & Ferris, B. (2007). *Mathematics Benchmark & Indicator Quizzes.* Houston, OH: Wolfson Educational Services.

This book is solely created to coincide with the Ohio Content Standards in seventh and eighth grade math courses. This book provides short quizzes for every content standard. Each quiz contains a set of basic computation problems and also one written response question. This allows the teacher to get a quick overview of how well the student understood the concepts taught and will also serve as an evaluation for the teacher of the lesson itself. The written response questions allow students to provide explanations, and it is also good practice for extended response questions on the Ohio Achievement Tests. These responses are a good alternative assessment similar to a journal. This book will help in the creation of my curriculum because I will be using the quizzes as exit tickets for the end of my daily lessons so that I can have immediate feedback on what my students were able to comprehend. I will also use these exit tickets in the evaluation of my lessons and the effectiveness of my teaching.