# 2017-2018 WCSD Bridge to Algebra Program Evaluation Rubric

**Evaluator Number**

24

**Program Number**

8

**Name of Text**

Go Math

**Publisher**

Houghton MIfflin Harcourt

**Rate This Text Overall**

- [ ] High
- [x] Mid
- [ ] Low

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## Focus: Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons. (Both student and teacher materials)

**Number Sense**

Fluently Add, Subtract, Multiply and Divide Positive Fractions
Analyze and extend understandings of Fractions to Add, Subtract, Multiply and Divide Rational Numbers

**Ratios and Proportions**

Understand ratio concepts and use ratio reasoning to solve problems
Analyze proportional relationships and use them to solve real-world and mathematical problems
Understand the connections between proportional relationships, lines and linear equations

**Functions**

Use functions to model relationships between quantities
Graph linear Functions

**Equations and Expressions**

Use properties of operations to generate equivalent expressions
Solve real-life and mathematical problems using numerical and algebraic expressions
Work with radicals and integer exponents with numerical bases
Understand and use the Pythagorean Theorem

**At least 90% of the topics are in the textbook.**
Comments?

This book covers too many topics to be in depth with the concepts we want. For example, there is geometry and prob and statistics. The book does a good job introducing many concepts.

The online practice for students gives good instruction, though the vocabulary is used quickly and as if the students would understand it. Though they should, many students do not understand math

- ( ) Less than 25%
- ( ) Less than 60% but greater than 25%
- ( ) Less than 90% but greater than 60%
- (•) At least 90%

**Is there is a large practice bank?**
Comments?

- ○ Does not occur
- ● Sometimes occurs
- ○ Frequently occurs
- ○ Consistently occurs

**Student work involves significant work with applications/modeling and problems that use mathematical skills.**
Comments?

- ○ Does not occur
- ○ Sometimes occurs
- ● Frequently occurs
- ○ Consistently occurs

**Rigor: Examine the instructional materials, student practice and assessments. Look for evidence of where the topics explicitly require students to understand concepts, do the assignments that students work on build that understanding, and do assessment tasks reveal whether students understand the mathematics in question?**
Comments?

- ○ Does not occur
- ○ Sometimes occurs
- ○ Frequently occurs
- ● Consistently occurs

**Rigor: Do the materials feature high-quality conceptual problems and conceptual discussion questions? Do they provide opportunities for multiple representations?**
Comments?

- ○ Does not occur
- ○ Sometimes occurs
- ● Frequently occurs
- ○ Consistently occurs

**Rigor: Are the materials designed so that students attain the fluency and procedural skills required? Evaluate the lessons, chapter/unit assessments, daily routines, and homework assignments for evidence in the development of fluency and procedural skill supported by conceptual understanding.**
Comments?

- ○ **Does not occur**
- ○ **Sometimes occurs**
- ○ **Frequently occurs**
- ◉ **Consistently occurs**

**Rigor: Are the materials designed so that teachers and students spend sufficient time working with applications, without losing focus on the topics defined for the course? Are there single- and multi-step contextual problems that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving?**
Comments?

- ○ **Does not occur**
- ○ **Sometimes occurs**
- ◉ **Frequently occurs**
- ○ **Consistently occurs**

**Coherence: Are the materials coherent in their content, do the topics build on each other in a way that is beneficial to the instruction, student practice and assessments?**
Comments?

- ○ **Does not occur**
- ○ **Sometimes occurs**
- ○ **Frequently occurs**
- ◉ **Consistently occurs**

**Mathematical Practices: Are the mathematical practices addressed in such a way to benefit instruction and expectation of students?**
Comments?

- ○ **Does not occur**
- ○ **Sometimes occurs**
- ◉ **Frequently occurs**
- ○ **Consistently occurs**

**Additional Comments**?