# 2017-2018 WCSD Bridge to Algebra Program Evaluation Rubric

**Evaluator Number**

18

**Program Number**

9

**Name of Text**

Math accelerated

**Publisher**

Glencoe

**Rate This Text Overall**

- [x] High
- [ ] 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?

Just missing Pythagorean Theorem

- ( ) 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?

A lot of assessment and preassessment. In addition, lots of foldables to help with note taking and organization.

- ○ 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?

Students are asked to apply knowledge through word problems throughout text. My concern is students or teachers skipping those problems.

- ○ 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?

Yes, author frequently uses model words to variable to equation to solve problems.

- ○ 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?

Assessment materials include preassessment, formative assessment, and multiple post assessments

- ( ) 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**?