2017-2018 WCSD Precalculus with Trigonometry Program Evaluation Rubric

Evaluator Number

17

Program Number

3

Name of Text

Blitzer Precalculus

Publisher

Pearson

Rate This Text Overall

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

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)

- Functions
- Polynomial Functions
- Rational Functions
- Exponential Functions
- Logarithms Functions
- Trigonometric Functions
- Analytic Trigonometry
- Systems
- Conic Sections
- Sequences and Series
- Limits and Continuity

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

- ○ Less than 25%
- ○ Less than 60% but greater than 25%
- ○ Less than 90% but greater than 60%
- ● At least 90%

Is the text readable for students? Does it support good math language acquisition?
Comments?

The text is readable, and even slightly entertaining. It does have some vocabulary checks built in to the end of section practice. Compared to other programs like 1 and 2, it is not the strongest language acquisition program.

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

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

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

There are problems at a level of sophistication appropriate to Pre-Calculus with Trigonometry (beyond mere review of Algebra 2 course topics) that involve the application of knowledge and 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?

Text does include challenging problems and "Critical Thinking Exercises" as well as "Explaining the Concepts".

- ○ 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?

There are also nice ties between math and the real world.

- ○ 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?

Provides good opportunities for students to test their own knowledge by doing the mid-chapter checkpoint or the end of chapter review.

- ○ 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