2017-2018 WCSD CAP Precalculus Program Evaluation Rubric

Evaluator Number

23

Includes a fully web-based version of the complete text, including interactive, and multimedia features appropriate for student use, including home use, and accessible on a variety of digital devices and operating systems.

May include supplemental digital materials and enhancements such as virtual manipulatives, interactive games, and video appropriate for collaborative and individual learning environments. May include online professional development components and additional instructional planning resources for teachers.

May include resources in other languages (Spanish for our two-way immersion schools).

Program -	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8***	***9***
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	○	○	○	○	○	○	○	○	○
Frequently occurs	●	○	○	○	○	●	●	○	○
Consistently occurs	○	●	●	●	●	○	○	●	●

Comments or concerns

(1) Supposedly the same as the printed version with enhancements.
(2) Glencoe has many online resources - including their personal tutor which instructors should demand if this text is chosen. (Basing this on other Glencoe products and what's listed in text but there was no overview guide)
(3) I am quite familiar with my math lab - it's more than adequate but not adaptive in any sense. Book is fully available on line.
(4,5) Connected to Aleks makes this very good.

Includes a balanced assessment program with a variety of formative assessments and a monitoring component.

Program -	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	○	○	●	○	○	●	●	○	○
Frequently occurs	●	○	○	●	●	○	○	○	○
Consistently occurs	○	●	○	○	○	○	○	●	●

Comments or concerns

(1) There is an assessment guide and multiple ideas for assessment activities.
(2) No overview guide so I only see the end of chapter study guides and practice tests - I am sure there is more but these could be adapted if there is not.
(3) My math lab will provide exams and the teacher can check data on students but it is hard to tell poor effort from poor understanding.
(4,5) Aleks will give great data for the teacher. It's not clear how you remediate in class those students who need it. Will WCSD use ALEKS?

Provides Differentiated Instruction including the needs of diverse learners

Program -

	1	2	3	4	5	6	7	8	9
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	○	●	●	○	○	●	●	○	○
Frequently occurs	●	○	○	●	●	○	○	●	●
Consistently occurs	○	○	○	○	○	○	○	○	○

Comments or Concerns

(1) There is a guide for differentiated instruction. However, the entire text is built around a model of cooperative learning that certainly not all teachers will buy into and without that the value of these materials becomes questionable. It's a good model but may not fit with many teaching styles. This model intends for differentiation to occur within learning groups and doing this between accelerated and slow students seems too me not realistic.
(2) No overview guide so I see no evidence.

Represents the diversity of our current society in a culturally responsive manner.

Program -

	1	2	3	4	5	6	7	8	9
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	○	○	○	○	○	○	○	○	○
Frequently occurs	●	●	●	●	●	●	●	●	●
Consistently occurs	○	○	○	○	○	○	○	○	○

Comments or concerns

I will discuss general curriculum concerns here: (Unless otherwise mentioned no cultural issues)
(1) The curriculum is heavy on actual limits of calculus and mixes trig into the course in a scattered way - this might be ok but might be problematic for WCSDs curriculum.
(2) This is a challenging but highly topic appropriate text. Things are well organized but the last chapter on actual calculus concepts is completely mad - how can you do integration in pre calculus? I seriously doubt anyone would go this far. The connections to AP calculus at the end of each chapter

Quality/Production of materials including cover, binding, print

Program -

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	●	○	○	○	○	○	○	○	○
Frequently occurs	○	○	○	○	○	●	○	○	○
Consistently occurs	○	●	●	●	●	○	●	●	●

Comments or Concerns

(1) We only have preliminary versions - if bound as the algebra materials the books are large and bindings will wear out.
(2,3,6,7,8,9) SOLID
(4,5) Better than solid - these bindings are reinforced.

The program has been shown to have positive scientific achievement results conducted by independent, peer reviewed, and published research.
Research should be by an outside evaluator. This means that there must be research beyond that conducted by the institution or program producing the materials (beyond publisher research on their own product). Peer reviewed means that an independent and qualified educational institution (university) conducts the review and maintains all standards of peer review process.

Programs -

	1	2	3	4	5	6	7	8	9
Does not occur	○	○	●	○	○	●	●	●	●
Sometimes occurs	●	●	○	●	●	○	○	○	○
Frequently occurs	○	○	○	○	○	○	○	○	○
Consistently occurs	○	○	○	○	○	○	○	○	○

Comments or concerns

(1) There is research on the techniques of discussion, realistic problems, and engage renegade but nothing specific about this particular curriculum.
(2) No overview guide but I think Glencoe has solid studies in the algebra curriculum.
(3,6,7,8,9) No research indicated.
(4,5) No research on the text although ALEKS has been proved effective.

The program supports learning at home
The program offers resources for teachers to communicate instructional goals to parents and help them understand the difference between problem solving and answer-getting and offers suggestions for how to help their children with skills at home including homework.
Homework assignments support classroom learning. Homework assignments extend concepts in the real world, for example, gathering data at home.
The concepts in the homework are clear, accurate, and free of errors. May include digital component for parents/students with calendar, resources, games, manipulatives, and ability to access homework from home.

Program -

	1	2	3	4	5	6	7	8	9
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	●	○	●	○	○	●	●	●	○
Frequently occurs	○	●	○	○	○	○	○	○	○
Consistently occurs	○	○	○	●	●	○	○	○	○

Comments or concerns

(1) Ebook should be good but may not be enough - especially when so much teamwork is required of these materials.
(2) Personal math tutor and web based resources should be good but nothing that specifically invites parent in.
(3) My math lab is a good teacher for those self motivated but for parents who don't know much math or are very rusty it will be impossible to motivate a weak or intimidated student from home.
(4,5) ALEKS at home should be excellent.

Textual materials are generally well organized and limit pictures/images that do not support the skills being developed. There is appropriate use of font size and format for intended grade level, appropriate and varied pictures, tables, and graphs. Key academic vocabulary or phrases may be boldfaced and/or italicized. Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians/families, and students.

Program -

	1	2	3	4	5	6	7	8	9
Does not occur	○	○	○	○	○	○	○	○	○
Sometimes occurs	●	○	○	○	○	●	●	○	○
Frequently occurs	○	○	○	○	○	○	○	○	○
Consistently occurs	○	●	●	●	●	○	○	●	●

Comments or concerns

(1) The text doesn't have a lot of information about concepts - students are expected to generate much of this from the activities - in its' preliminary form it is rather dry.
(2) Engaging text. I like this book! Important to see what teachers actually cover from it.
(3) Engaging text but it doesn't ultimately sell the need for the subject very well. However, in High school kids in pre calculus should already be well motivated.
(4,5) Good and readable text. Big chapter Applications are vague references to things in the text but