2017-2018 WCSD Precalculus with Trigonometry Program Evaluation Rubric

Evaluator Number

9

Program Number

6

Name of Text

Precalculus with Limits, A Graphing Approach 7e

Publisher

Larson

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?

Weak in Trigonometry section

- ○ 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?

Very technical on mathematical language, at times they are hard for students to comprehend

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

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

Included the "Why student should learn" the concept and link to the exercise.

- ○ 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?

The exercises are clearly state with the section reference, has exploration sections that promote classroom discussion without providing solution.

- ○ 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?

It has great instructional material support that allows first year teacher to pick the book off the self to teach the class. Consistently provide suggested questions to keep students engage in the classroom.

- ○ 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?

The exercises provide students the opportunities for multiple representations.

- ○ 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?

The student online resource provide all the solutions to the odd problem. Instructional videos are with high quality, Check point videos has a Spanish version.

- ○ 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?

The emphasis of graphing approach incorporate technology in procedural and conceptual learning for varies type of learners.

- ○ 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?

The contents are way organized. The "proofs in Mathematics is on the separate section" of the text book allow the flexibility for students to explore and strengthen their conceptual understandings.
Does not include prerequisites for each chapter

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