2017-2018 WCSD Geometry/Formal Geometry Program Evaluation Rubric

Evaluator Number

19

Program Number

22

Name of Text

Geometry

Publisher

Big Ideas Math

Rate This Text Overall

☐ **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)

- ⇨ Basic Terms and Constructions (G.CO.1, G.CO.12)
- ⇨ The Distance Formula (G.GPE.7)
- ⇨ The Midpoint Formula (G.GPE.7)
- ⇨ Angle Measure
- ⇨ Angles (G.CO.1, G.CO.12)
- ⇨ Inductive Reasoning and Conjecture
- ⇨ Conditional Statements
- ⇨ Deductive Reasoning
- ⇨ Postulates
- ⇨ Algebraic
- ⇨ Segment Addition Postulate
- ⇨ Proving Angle Relationships
- ⇨ Parallel and Perpendicular Lines (G.CO.1, G.CO.12)
- ⇨ Partitioning a Segment (G.GPE.6)
- ⇨ Slope and Parallel Lines (G.GPE.5)
- ⇨ Slope and Perpendicular Lines (G.GPE.5)
- ⇨ Proofs About Line Segments and Angles (G.CO.9)
- ⇨ Proofs About Parallel and Perpendicular Lines (G.CO.9)
- ⇨ Perpendiculars and Distance (G.CO.1)
- ⇨ Transformations and Rigid Motions (G.CO.2)
- ⇨ Reflections (G.CO.2, G.CO.4, **G.CO.5,** G.CO.6)
- ⇨ Translations (G.CO.2, G.CO.4, **G.CO.5**, G.CO.6)
- ⇨ Rotations (G.CO.2, G.CO.4, **G.CO.5**, G.CO.6)
- ⇨ Compositions of transformations (G.CO.6)
- ⇨ Introduce basic dilations
- ⇨ Congruence and Triangles (**G.CO.5**, G.CO.6, G.CO.7)
- ⇨ Developing Congruence Criteria (G.CO.7, G.CO.8)
- ⇨ Using Congruence Criteria in Proofs (**G.SRT.5**)
- ⇨ The Triangle Sum Theorem (**G.CO.10**)
- ⇨ The Isosceles Triangle Theorem (**G.CO.10**)
- ⇨ Congruence (Proofs involving triangle congruence, corresponding parts of triangles) (**G.CO.5,** G.CO.6)
- ⇨ Angle Bisectors (G.CO.2, G.CO.9, **G.C.3**) – (construct Angle Bisectors of triangle, Incenter and Circle)
- ⇨ Perpendicular Bisectors (G.CO.2, G.CO.9, **G.C.3**) – (construct Perpendicular Bisectors of Triangle, Circumcenter & Circle)

- Medians of a Triangle (G.CO.10, G.GPE.4) – (no need for centroid and orthocenter)
- Indirect Proofs
- Triangle Inequality
- Inequalities in Two Triangles
- Ratios, Proportions, and Similarity (**G.SRT.2**, G.C.1)
- Similarity and Triangles (**G.SRT.2**, G.SRT.3)
- Solving Problems Using Similarity (**G.SRT.5**)
- Properties of Dilations - positive and negative dilations (G.SRT.1, G.CO.2)
- Drawing Dilations (G.CO.2)
- A line parallel to one side of a triangle divides the other two proportionally, and conversely (G.SRT.4, **G.SRT.5**)
- Midsegment of a Triangle (G.CO.10)
- Geometric Mean - (**G.SRT.5**) (derive formulas-no shortcuts)
- Proving the Pythagorean Theorem (G.SRT.4, **G.SRT.5**)
- Similarity (proofs throughout unit)
- Understand Triangle Similarity lead to definitions of the Trig Ratios (**G.SRT.6, G.SRT.7**)
- Through the use of similar triangles derive the Special Right Triangles (G.SRT.4, **G.SRT.5**)
- Solving Right Triangles (**G.SRT.8**)
- The Law of Sines and Cosines (G.SRT.10+, G.SRT.11+)
- Symmetry (**G.CO.3**)
- Sides and Angles of Parallelograms (**G.CO.3**, **G.CO.11**)
- Diagonals of Parallelograms (**G.CO.11**)
- Criteria for Parallelograms -Parallelograms (proofs throughout unit) (**G.CO.11**)
- Special Parallelograms (**G.CO.11**, G.CO.13, **G.SRT.5**)
- Kites and Trapezoids
- Derive area of the equilateral triangle (inscribed in a circle) (G.CO.13)
- Derive areas of polygons (inscribed in a circle) – solve for apothem (**G.SRT.8,** G.CO.13)
  (Use trig ratios and the Pythagorean Theorem to solve right triangles in applied problems)
- Coordinate Proofs - Distance, midpoint, slope, polygons, area (**G.CO.10**, G.GPE.4, G.GPE.7)
- Give an informal argument for the formulas for the circumference and area of a circle. (G.GMD.1)
- Central Angles and Inscribed Angles (**G.C.2**)
- Prove properties of angles for a quadrilateral inscribed in a circle. (**G.C.3**)
- Segments in circles (**G.C.2,** G.C.4+)
- Inscribed and Circumscribed Circles of triangles (Examine the relationships in the circle) (G.C.3)
- Circumference and Arc Length (G.CO.1, G.C.5)
- Area of Circles and Sectors (G.C.5)
- Visualizing Three-Dimensional Figures (G.GMD.4)
- Surface Area (use nets and find surface area of figures with regular polygonal bases) (7.G.6, **G.SRT.8**)
- Volume of Prisms and Cylinders (7.G.6, 8.G.9, **G.GMD.1, G.GMD.3**)
- Volumes of Pyramids and Cones (8.G.9, **G.GMD.1, G.GMD.3**)
- Volume of Spheres (8.G.9, G.GMD.2+, **G.GMD.3**)
- Solving Design Problems (**G.GMD.3**, G.MG.3)
- Probability and Set Theory (S.CP.1)
- Mutually Exclusive and Overlapping Events (**S.CP.7**)
- Understand the conditional probability of A given B (**S.CP.3**)
- Construct and interpret two-way frequency tables of data (**S.CP.4**)
- Independent Events (**S.CP.2, S.CP.3, S.CP.4,** S.CP.5)

100% of the standards are in the textbook.
Formal

It is missing two concepts -

- ○ Less than 25%
- ○ Less than 85% but greater than 50%
- ◉ Less than 100% but greater than 85%
- ○ 100%

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Regular

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

I think the Algebra level is low for Formal Geometry. It maxes out at solving two step equations. There are no x squared or solving by systems which are foundations for Formal in my opinion.

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

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Regular

Right on par.

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There are problems at a level of sophistication appropriate to high school (beyond mere review of previous course standards) that involve the application of knowledge and skills from grades 6-8.
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See previous Formal response.

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Not at a DOK level 3 or 4 - it's very DOK 1 and 2 level.

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Rigor: Do the materials feature high-quality conceptual problems and conceptual discussion questions? Do they provide opportunities for multiple representations?
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Rigor: Are the materials designed so that students attain the fluency and procedural skills required? Evaluate the lessons, daily routines, and homework assignments for evidence in the development of fluency and procedural skill supported by conceptual understanding.
Formal

Yes - on a conceptual level it hits the nail on the head. As for expanding at a Formal level - it's lacking.

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Regular

Right on par for regular geometry. With the resource booklet - it could help scaffold for foundations in geometry.

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Rigor: Are the materials designed so that teachers and students spend sufficient time working with applications, including single- and multi-step contextual problems to afford student opportunities for practice, and engage them in problem solving?
Formal

Not at a level we would expect for Formal Geometry

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Regular

Absolutely. Some of the proofs might be a little tough but overall it's good. I'd like to see more fill in the blank proofs throughout.

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

Besides the Triangle Congruence Unit - it does an exceptional job.

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Mathematical Practices: Are the mathematical practices addressed in such a way to benefit instruction and expectation of students?
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Additional Comments (overall impression of the text)

Great regular Geometry book - you will have to do some supplementing but that's standard.
I would not recommend this book for Formal Geometry.