**Student Textbook Evaluation Form**

**Part One:**

**Directions:** Choose one of the chapters covered in the course this year in the old textbook (preferably a more difficult or "unique" chapter) and find the corresponding topic and concepts in the proposed text. Read through the chapter in the new text and evaluate the textbooks overall quality and effectiveness. Then compare and contrast the quality and effectiveness of the new text as it relates to the old one.

**Student Reviewer**: _____

**Chapter Being Assessed: _____**

**Concepts Covered: _____**

1. In your opinion, what are the characteristics of a "good" geometry textbook" Explain.

2. How well does the text explain the terms and concepts presented in the chapter?

3. How would you rate the quality of the text in the following areas?

- **Organization?**
- **Charts, Graphs, and Illustrations?**
- **Clarity? (Readability & Coherence)**
- **Relevance to current methods of course pedagogy (i.e. proofs & logical thinking skills)?**
- **Opportunities for Concept Application (Comprehension & Review Questions)**

4. How does the text compare to the previous textbook? Use the evaluation criteria provided above as a frame of reference

| Criteria | New Textbook: College Geometry: Using The Geometer's Sketchpad | Old Textbook: Geometry for Enjoyment & Challenge |
|---|---|---|
| **Organization** | | |
| **Charts, Graphs, Illustrations:** | | |
| **Clarity (Readability & Coherence)** | | |
| **Relevance (Current Events Examples)** | | |
| **Opportunities for Application** | | |

0 = this element is not evident in the textbook being evaluated
1 = some evidence of this element is in the textbook being evaluated
2 = this element is a component of the textbook being evaluated
3 = this element is very evident in the textbook being evaluated

CREATES A DEEPER UNDERSTANDING OF CONTENT
_____ builds conceptual understanding through a logical sequence of related mathematical ideas
_____ enables students to investigate important concepts in depth
_____ develops concepts using multiple representations (concrete, numerical, graphical, geometrical, and symbolic)
_____ encourages students to use mathematical language, vocabulary, and notation to represent ideas, describe relationships, and model situations
_____ provides students with opportunities to explore open-ended problems that have multiple solutions
_____ makes meaningful connections within mathematics, to other content areas, and to real-life situations
_____ aligns with state and national standards and benchmarks

SUPPORTS EQUITY THROUGH A STUDENT-CENTERED APPROACH TO LEARNING
_____ provides all students with equal opportunities to engage in worthwhile mathematical tasks
_____ free from cultural, ethnic, and gender bias
_____ reflects a balance between ethnic background, gender, age, handicaps, and careers in illustrations and text
_____ promotes critical thinking, problem-solving, and reasoning
_____ facilitates inquiry-based explorations through a variety of approaches
_____ encourages students to conjecture, observe, experiment, explain, predict, refine, validate, and defend their ideas in a variety of ways
_____ supports varied methods of instruction, learning styles, and cultures
_____ includes materials and resources that support students whose primary language is not English
_____ allows for whole group instruction, small group collaboration, and individualized instruction

INCORPORATES TECHNOLOGY (CALCULATORS, COMPUTERS, ETC.) INTO STUDENT LEARNING
_____ uses technology frequently to allow students to discover and investigate mathematical ideas
_____ uses manipulatives routinely
_____ reflects the use of technology in real-life applications and careers
_____ includes activities which help students know when to use estimation, mental math, pencil and paper, calculators and/or computers

SUMMARY RECOMMENDATIONS:
(including strengths and weaknesses of this textbook or series)

**Part Two:**

**Directions:** Choose a chapter from the proposed text that discusses concepts that have NOT been covered this semester and answer the questions below.

Chapter Title:_____

Chapter Objectives: (Follow the statement: In this chapter you will learn)

1. Were the objectives presented at the beginning of the chapter met? What aspects of the text either helped or prevented you from learning the concepts presented?

2. What do you like or dislike about the text specifically?

3. Would you recommend using this next textbook in the course next year? Why or why not?