



### Keller ISD Mission Statement

The Keller Independent School District, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students

## **TEXTBOOK ADOPTION MANUAL**

<b>Math 6-12 Textbook Adoption Timeline</b>	
November 13 <sup>th</sup>	Board Preview
November 27 <sup>th</sup>	Board Action
November 29 <sup>th</sup>	Principal Information Session/Recommendations
December 1 <sup>st</sup>	Campus Recommendations due
Week of December 11 <sup>th</sup>	Notify selected committee members
January 22 <sup>nd</sup>	Rubric training (afterschool)
January 25 <sup>th</sup> and 26 <sup>th</sup>	Vendor presentations
Mid February	Meeting between the Superintendent and Textbook Committee Chair
February 26 <sup>th</sup>	Board Preview of Textbook Recommendations
March 5 <sup>th</sup> or 8 <sup>th</sup>	Board Action of Textbook Recommendations

## **PROCEDURES FOR TEXTBOOK ADOPTION**

### **Selection of Official Voting District Textbook Committee and Subcommittee Members**

1. Members of the Local District Textbook Committee are appointed by the superintendent of schools with the advice and recommendations of the coordinators, directors, and assistant superintendent for instruction.
2. Appointees to the committee shall be persons qualified in their fields. The number appointed and the fields represented will be determined by the nature of the selection being made, and expertise required. The total number of voting members will not exceed 15 per Board policy.
3. Subcommittees for each subject area will be appointed. The members of these subcommittees are named by the official voting members, central administration directors and coordinators with the advice of building administrative staffs and lead teachers and with the approval of the assistant superintendent for instruction.
4. The number of persons appointed will be determined by the selection being made. However, each elementary school will be represented officially or by subcommittee members.
5. No teacher who has worked for a publisher (on a text submitted for a particular adoption) can serve as an official voting member of the subcommittee.

**TEXTBOOK ADOPTION COMMITTEE 2006-07**

**MATH RESOURCES GRADES 6-12**

The Textbook Adoption Committee will consist of:

30 Teachers

3 Campus Administrators

<b>Grade Level/Subject</b>	<b>Number of Representatives</b>
6	5
7	5
8	5
Algebra I	3
Geometry	3
Algebra II	3
Pre-Cal	3
Calculus AP	3
Statistics	From existing Representatives
Math Models	From existing Representatives
Campus Administrators	3

### **Evaluation and Selection Procedures**

1. Textbooks are to be evaluated for learning effectiveness in specific instructional situations.
2. Content aspects of the textbooks to be evaluated include:
  - a. Comprehensive alignment to the Texas Essential Knowledge and Skills TEKS) and Texas Assessment of Knowledge and Skills (TAKS); and Suitability of content for local student needs and interests
  - b. Accuracy of content;
  - c. Social acceptability of content (community attitudes);
  - d. Compatibility of content with local instructional program;
  - e. Integration of technology.
3. Also to be evaluated are ancillary materials, which include:
  - a. Teaching resources and/or supplementary materials;
  - b. Teacher edition, manual or guide and internet materials;
4. Teachers within the adoption area will have the opportunity to preview all materials considered for adoption and communicate their preferences through an online survey. The results of this survey will be shared with the members of the adoption committee.
5. The final selection of textbooks will be made by the Official District Committee members with input from the subcommittee members subject to approval by the Board of Trustees.

### **Responsibilities of the Textbook Adoption Committee**

1. Attend committee meetings including: a training of the use of the textbook evaluation Rubric, those with publishers' representatives, discussion meetings, and the final voting meeting. (see Textbook Adoptions Committee Calendar)
2. Be present at the District Textbook Voting Meeting.
3. Prepare written adoption recommendations listing selection(s) and reasons for selection(s). Include the following rationale in the report: (see page 6)
  - a. Alignment to the Texas Essential Knowledge and Skills (TEKS)
  - b. Alignment with the format of the Texas Assessment of Knowledge and Skills (TAKS)

If a multiple adoption is recommended, include in the report percentages of each book to be ordered as well as where and how each book is to be used.

5. In order to maintain the integrity of the selection process, all committee members will follow the ethics defined in BBFB Legal:

#### **BRIBERY**

1. A public servant shall not intentionally or knowingly offer, confer, agree to confer on another, solicit, accept, or agree to accept a benefit:
  - a. As consideration for the public servant's decision, opinion, recommendation, vote, or other exercise of discretion as a public servant.
  - b. As consideration for a violation of a duty imposed on the public servant by law.
  - c. That is a political contribution as defined by Title 15 of the Election Code or an expenditure made and reported as a lobbying expense in accordance with Government Code, Chapter 305, if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

"Benefit" means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

*Penal Code 36.01(3), 36.02*

ILLEGAL  
GIFTS

2. A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the public servant knows is interested in or likely to become interested in any such transactions of the District, unless a statutory exception applies. *Penal Code 1.07(41)(A), (E), 36.08(d), 36.10*

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(i)*

HONORARIA  
AND  
EXPENSES

3. A public servant commits a class A misdemeanor offense if he or she solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for his or her official position or duties. However, a public servant is not prohibited from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which he or she renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. *Penal Code 36.07*

***Note: Publishing representatives have been directed to contact campus designee during conference period or before/after school hours only with the permission of the Curriculum and Instruction Department and before the official convening of the textbook adoption committee.***

### **Textbook Adoption Committee Calendar**

**Campuses:** (For Your Meeting)

#### **Adoption Policies:**

Publisher representatives are not allowed on the campuses unless to work with designated teachers with the permission of the Curriculum and Instruction Department and before the official convening of the textbook adoption committee.

#### **Contact Information:**

Grace Stombres – Secondary Math Coordinator – [cstombres@kellerisd.net](mailto:cstombres@kellerisd.net)

Amy Erb – Elementary Math Coordinator – [ajerb@kellerisd.net](mailto:ajerb@kellerisd.net)

Larry Harmon, Ph.D. – Executive Director of C & I – [lgharmon@kellerisd.net](mailto:lgharmon@kellerisd.net)

**Adoption Timeline:** (Samples Listed Below)

<b>Grade Level/Subject</b>	<b>Number of Representatives</b>
6	5
7	5
8	5
Algebra I	3
Geometry	3
Algebra II	3
Pre-Cal	3
Calculus AP	3
Statistics	From existing Representatives
Math Models	From existing Representatives
Campus Administrators	3



## **COMMITTEE RECOMMENDATION AND RATIONALE**



### Keller ISD Mission Statement

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Official Voting Member:  
(Name and Campus)

Subcommittee Members:  
(Name and Campus)

Subject:

Publisher:

Title:

Authors:

Copyright:

ISBN Number:

Price:  
(Identify all ancillary materials and list  
additional prices separately.)

Materials:

Specific Reasons for Selection: (see attached narrative)

### **Executive Directors' and Coordinators' Responsibilities**

1. Work with Local District Textbook Committee members to facilitate the total textbook selection process.
2. Assist in organizing the committees' activities.
3. Identify program goals and objectives and philosophy through the development of an Evaluation Rubric
4. Assist committee members in becoming acquainted with trends, changes, and directions in the area of adoption.
5. Provide needed resources for study: Texas Education Agency publications concerning textbook adoptions; state curriculum frameworks or essential elements adopted in State Textbook Proclamation; information regarding multiple adoption, implementation, etc.
6. Serve as liaison to publishers' representatives in scheduling meetings.
7. Facilitate the clerical help needed by the committee. Duplicate needed materials, such as the evaluation criteria, ballots, survey form, etc. Send meeting notices to all committee members.
9. **Make sure technology curriculum materials are compatible with the district operating system.**
10. Upon approval of textbooks by the Board, directors and coordinators will contact publishing companies to schedule teacher presentations for the implementation of textbook.
11. Comply with Board Policy BBFB regarding Ethics:

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  - a. As consideration for the public servant's decision, opinion, recommendation, vote, or other exercise of discretion as a public servant.
  - b. As consideration for a violation of a duty imposed on the public servant by law.
  - c. That is a political contribution as defined by Title 15 of the Election Code or an expenditure made and reported as a lobbying expense in accordance with Government Code, Chapter 305, if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to

an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

"Benefit" means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest. *Penal Code 36.01(3), 36.02*

#### ILLEGAL GIFTS

2. A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the public servant knows is interested in or likely to become interested in any such transactions of the District, unless a statutory exception applies. *Penal Code 1.07(41)(A), (E), 36.08(d), 36.10*

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3. A public servant commits a class A misdemeanor offense if he or she solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for his or her official position or duties. However, a public servant is not prohibited from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which he or she renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. *Penal Code 36.07*

**Meetings with Publishers' Representatives (Textbook Hearings)**

1. Meetings involving the various committees and the publishers' representatives will be scheduled by the administration.
2. A maximum of thirty minutes for each presentation and fifteen minutes for questions will be allowed.
3. At these meetings, publishers' representatives will base their presentation on the KISD Textbook Evaluation Rubric including: the main features of the text, theories upon which their books are based, how the subject matter is organized, and ancillary materials.
4. Publishers' representatives may be requested to meet with individual members of the committee if the committee members desire additional information. The coordinators or directors will arrange such a meeting(s).

***Note: Publishing representatives have been directed to contact campus designee during conference period or before/after school hours only with the permission of the Curriculum and Instruction Department and before the official convening of the textbook adoption committee.***



## ***A Brief Overview of the Adoption Process***



Texas is one of 22 states with a process for approval or adoption of instructional materials. The Texas Constitution, Article VII, Section 3, requires that the State Board of Education (SBOE) set aside sufficient money to provide free textbooks for children attending the public schools in the state. In accordance with this constitutional requirement and provisions of the *Texas Education Code*, each year a portion of the Available School Fund is set aside by the SBOE to purchase instructional materials. Funds to be expended on instructional materials are appropriated by the Texas Legislature.

### ***Conforming and Nonconforming Instructional Materials***

The *Texas Education Code*, Chapter 31, provides for adoption of two separate lists of instructional materials. The "conforming" list is to consist of instructional materials submitted that meet manufacturing standards adopted by the SBOE, contain material covering each element of essential knowledge and skills, and are free of factual errors. The "nonconforming" list is to consist of instructional materials submitted that meet manufacturing standards adopted by the SBOE, contain material covering at least half, but not all, of the elements of essential knowledge and skills, and are free of factual errors. Both conforming and nonconforming adopted instructional materials may be purchased by the state for school districts and open-enrollment charter schools.

### ***Evaluation and Adoption of New Instructional Materials***

Bids for new instructional materials from the publishing industry are solicited by means of a proclamation issued by the SBOE. The proclamation identifies subject areas scheduled for review in a given year and contains content requirements (Texas Essential Knowledge and Skills), maximum per-student costs to the state for adopted materials, an estimated number of units to be purchased during the first contract year for each of the subject areas and/or grade levels, and a detailed calendar of adoption procedures.

Publishers who plan to offer instructional materials for adoption in the state provide finished-format review samples to the Texas Education Agency, each of the 20 regional education service centers, and members of the appropriate state textbook review panels appointed by the Commissioner of Education.

Members of the state textbook review panels are charged with evaluating instructional materials to determine coverage of essential knowledge and skills and with identifying factual errors. At the close of the review period, panel members submit evaluations to the commissioner of education. Based on these evaluations, the commissioner prepares a preliminary report recommending that instructional materials be placed on the conforming list, be placed on the nonconforming list, or be rejected.

Texas residents are allowed to file written comments regarding instructional materials submitted for adoption. In addition, a public hearing is held before the SBOE approximately two months before scheduled adoption.

After consideration of evaluations submitted by state review panel members, information provided by publishers, and staff recommendations, the Commissioner of Education submits a final report to the SBOE recommending that instructional materials submitted be placed on the conforming list, placed on the nonconforming list, or rejected. A report detailing any factual errors to be corrected in instructional materials prior to delivery to school districts is also presented.

### ***Local Selection and Distribution***

Publishers are required to provide complete descriptions of newly adopted instructional materials to all school districts and open-enrollment charter schools; however, a district retains the option of requesting one complete official sample. Publishers are responsible for all aspects of the shipment and retrieval of sample materials and bear all costs of the sampling process.

Each local board of trustees is responsible for determining appropriate local policy for selecting new instructional materials. However, with the exception detailed in the following paragraph, only state-adopted instructional materials ratified by a school district's board of trustees will be purchased by the state for districts.

In enrichment subjects, school districts will be allowed to select non-adopted instructional materials. The state will pay the district the lesser of: (1) 70 percent of the cost of the materials to the district based on the applicable quota for adopted materials in the subject; or (2) 70 percent of the maximum cost to the state established in the proclamation for the subject based on the applicable quota for adopted materials in the subject. School districts electing to order non-adopted instructional materials will be responsible for the remainder of the cost.

Orders for new instructional materials are transmitted to the agency for processing. Local adoption, requisition, and membership data are entered into an automated system for verification based on the enrollment of the district and the distribution quota established for the course or subject.

Publishers are required to have adopted materials in stock in one of the approved depositories in the Dallas area, and instructional materials are ordered and shipped from one or more of the depositories. Shipments are made to school districts throughout the summer based on the district's preferred shipment date. After the first day of school, requisitions are processed within one day of receipt and depositories are instructed to ship materials as soon as the orders are received from the agency. Districts are allowed to submit orders throughout the school year, as necessary. Instructional materials are usually shipped within seven days of receipt of a requisition.

### ***Braille, Large Type and Audiotape Instructional Materials***

The SBOE is authorized to acquire, purchase, and contract for free instructional materials for the education of blind and visually impaired public school students. Local school districts submit orders for Braille and large type materials to the agency, which manages acquisition from producers. Teachers who are blind or visually impaired are

provided with Braille or large type teacher materials to accompany materials the teacher uses in the instruction of students. A contractor provides audiotape instructional materials to school districts. Publishers are required to provide the agency with computerized files for rapid production of adopted Braille instructional materials whenever such files are requested by the SBOE.

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Mathematics Textbook Evaluation Form**

Textbook Publisher: \_\_\_\_\_ Textbook: \_\_\_\_\_ Rating \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Organization of Text		Rating				Evidence/Comment
1	Focus is on concepts and applications, rather than topics and memorization of procedures	1	2	3	4	
2	Sequencing of material is logical, consistent, understandable by the student	1	2	3	4	
3	Primary emphasis throughout is on integration of problem solving requiring higher level thinking skills	1	2	3	4	
4	Uses a variety of approaches to develop concepts	1	2	3	4	
5	Conceptual development precedes instruction on computational algorithms	1	2	3	4	
6	There is greater depth of instruction on the TEKS than on supplemental topics	1	2	3	4	
7	Presentation of narratives and visuals are of student interest, help interpret standards, are not gratuitous or distracting	1	2	3	4	
8	Welcomes all students (avoids stereotypes, offensive language, overemphasis on social criteria)	1	2	3	4	
Subtotal						

Student Work		Rating				Evidence/Comment
9	Student tasks and assignments are of quality, sufficient quantity and at appropriate levels in relationship to content standards.	1	2	3	4	
10	Clear purpose and focus of assignments.	1	2	3	4	
11	Hands-on activities throughout are clearly aligned to learning objectives	1	2	3	4	
12	Contains activities for cooperative group work	1	2	3	4	
Subtotal						



Technology		Rating				Evidence/Comment
13	Activities incorporate graphing technology (calculators, computers, data collection devices).	1	2	3	4	
Subtotal						
Student Reflection & Analysis		Rating				Evidence/Comment
14	Students are asked to express ideas about the material and content	1	2	3	4	
15	Helps students transfer conceptual understanding to new circumstances or data	1	2	3	4	
16	Suggests ways for students to check own progress, diagnose errors and take remedial steps on their own	1	2	3	4	
Subtotal						

Teacher Work		Rating				Evidence/Comment
17	Specifies and reviews prerequisite knowledge and skills in relevant, meaningful contexts	1	2	3	4	
18	Alerts teacher to common student misconceptions	1	2	3	4	
19	Provides content support and resources for teacher to succeed and learn more	1	2	3	4	
20	Includes strategies for inquiry or problem-based learning throughout	1	2	3	4	
21	Clearly defines instructional objectives	1	2	3	4	
22	Suggests ways to differentiate instruction with specific strategies to adapt or modify for special education, ELL, GT, AP students	1	2	3	4	
Subtotal						

Assessments		Rating				Evidence/Comment
23	Variety includes formative, summative, performance or objective based, writing assignments, research projects	1	2	3	4	
24	Aligned to content standards with an emphasis on problem solving	1	2	3	4	
25	Grading guides include rubrics and model answers	1	2	3	4	
26	Provides suggestions to teachers on how to interpret student performance to further instruction, modify activities	1	2	3	4	
27	Application requires applying ideas, avoids trivial solution processes (formulas, memorization) that can be used without understanding	1	2	3	4	
28	Modified for special education, ELL, Gifted and Talented, AP	1	2	3	4	
Subtotal						

Name: \_\_\_\_\_

School: \_\_\_\_\_

**STUDENT TEXTBOOK REVIEW FORM • Grades 8 Mathematics**

Textbook Publisher: \_\_\_\_\_ Textbook: \_\_\_\_\_

Targeted Student Expectations	Rating				Evidence
<b>8.6(A)</b> generate similar figures using dilations, including enlargements and reductions	1	2	3	4	
<b>8.7(C)</b> use pictures of models to demonstrate the Pythagorean Theorem	1	2	3	4	
<b>8.8(A)</b> find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models)	1	2	3	4	
<b>8.8(B)</b> connect models of prisms, cylinders, pyramids, spheres and cones to formulas for volume of these objects	1	2	3	4	
<b>8.8(C)</b> estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume	1	2	3	4	
<b>8.9(A)</b> use the Pythagorean Theorem to solve real-life problems	1	2	3	4	
<b>8.9(B)</b> use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements	1	2	3	4	
<b>8.10(A)</b> describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally	1	2	3	4	
<b>8.10(B)</b> describe the resulting effect on volume when dimensions of a solid are changed proportionally.	1	2	3	4	
<b>8.11(A)</b> find the probabilities of dependent and independent events	1	2	3	4	
<b>8.11(B)</b> use theoretical probabilities and experimental results to make predictions and decisions	1	2	3	4	
<b>8.12(A)</b> select the appropriate measure of central tendency or range to describe a set of data and justify the choice for a particular situation	1	2	3	4	

**1 – Unsatisfactory****2 – Below average****3 – Above average****4 - Superior**

Name: \_\_\_\_\_ School: \_\_\_\_\_

# **STUDENT TEXTBOOK REVIEW FORM • Grade 9 Algebra**

Textbook Publisher: \_\_\_\_\_ Textbook: \_\_\_\_\_

Targeted Student Expectation	Rating				Evidence
<b>A.1(D)</b> represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations and inequalities	1	2	3	4	
<b>A.2(B)</b> identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete	1	2	3	4	
<b>A.4(A)</b> find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations.	1	2	3	4	
<b>A.6(A)</b> develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations	1	2	3	4	
<b>A.7(B)</b> investigate methods for solving linear equations and inequalities using concrete models, graphs, and the <i>properties of equality</i> , select a method and solve the equations and inequalities	1	2	3	4	
<b>A.10(B)</b> make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function	1	2	3	4	
<b>A.11(A)</b> use patterns to generate the laws of exponents and apply them in problem-solving situations	1	2	3	4	
<b>8.6(A)</b> generate similar figures using dilations, including enlargements and reductions	1	2	3	4	
<b>8.9(A)</b> use the Pythagorean Theorem to solve real-life problems	1	2	3	4	
<b>8.10(A)</b> describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally	1	2	3	4	
<b>8.10(B)</b> describe the resulting effect on volume when dimensions of a solid are changed proportionally.	1	2	3	4	
<b>8.11(A)</b> find the probabilities of dependent and independent events	1	2	3	4	

**1 – Unsatisfactory**

**2 – Below average**

**3 – Above average**

**4 - Superior**

Name: \_\_\_\_\_ School: \_\_\_\_\_

**STUDENT TEXTBOOK REVIEW FORM • Grade 11 Algebra II**

Textbook Publisher: \_\_\_\_\_ Textbook: \_\_\_\_\_

Targeted Student Expectation	Rating				Evidence
<b>G.4(A)</b> select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to [describe geometric relationships] and solve problems	1	2	3	4	
<b>G.5(A)</b> use numeric and geometric patterns to develop algebraic expressions representing geometric properties	1	2	3	4	
<b>G.7(B)</b> use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons	1	2	3	4	
<b>G.7(C)</b> derive and use formulas involving length, slope, and midpoint	1	2	3	4	
<b>G.8(C)</b> derive, extend, and use the Pythagorean Theorem	1	2	3	4	
<b>G.8(D)</b> find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations	1	2	3	4	
<b>G.10(A)</b> use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane	1	2	3	4	
<b>G.11(A)</b> use and extend similarity properties and transformations to explore and justify conjectures about geometric figures	1	2	3	4	
<b>G.11(B)</b> use ratios to solve problems involving similar figures	1	2	3	4	
<b>G.11(D)</b> describe the effect on perimeter, area, and volume when one or more dimensions of a figure are changed and apply this idea in solving problems	1	2	3	4	
<b>8.11(A)</b> find the probabilities of dependent and independent events	1	2	3	4	

**1 – Unsatisfactory**

**2 – Below average**

**3 – Above average**

**4 - Superior**

Name: \_\_\_\_\_ School: \_\_\_\_\_

# **STUDENT TEXTBOOK REVIEW FORM • Grade 10 Geometry**

Textbook Publisher: \_\_\_\_\_ Textbook: \_\_\_\_\_

Targeted Student Expectation	Rating				Evidence
<b>G.4(A)</b> select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to [describe geometric relationships] and solve problems	1	2	3	4	
<b>G.5(A)</b> use numeric and geometric patterns to develop algebraic expressions representing geometric properties	1	2	3	4	
<b>G.7(B)</b> use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons	1	2	3	4	
<b>G.7(C)</b> derive and use formulas involving length, slope, and midpoint	1	2	3	4	
<b>G.8(C)</b> derive, extend, and use the Pythagorean Theorem	1	2	3	4	
<b>G.8(D)</b> find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations	1	2	3	4	
<b>G.10(A)</b> use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane	1	2	3	4	
<b>G.11(A)</b> use and extend similarity properties and transformations to explore and justify conjectures about geometric figures	1	2	3	4	
<b>G.11(B)</b> use ratios to solve problems involving similar figures	1	2	3	4	
<b>G.11(D)</b> describe the effect on perimeter, area, and volume when one or more dimensions of a figure are changed and apply this idea in solving problems	1	2	3	4	
<b>8.11(A)</b> find the probabilities of dependent and independent events	1	2	3	4	

**1 – Unsatisfactory**

**2 – Below average**

**3 – Above average**

**4 - Superior**