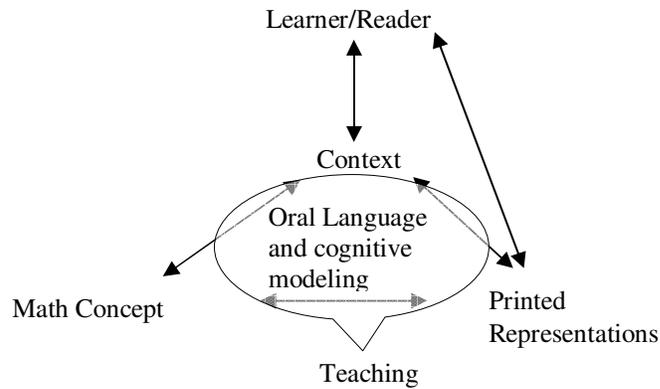


Academic Language of Mathematics



Linguistic & Logistic	Symbolic & Logistic	Graphic	Diagram
The function f is 2 more than the product of the variable x and 3.	$f(x) = 3x + 2$		
The function f maps S onto T .	$f: S \rightarrow T$		
3 multiplied by 4	3×4 $3(4)$		

Teachers need to amplify and enrich the language of math – rather than simplify – focusing on the language of math will give students more opportunities to learn the math concepts.

Aida Walqui

Readability Checklist (Adapted From Irwin & Davis, 1980)

This checklist is designed to assist you in evaluating the readability of your classroom texts. It can be best used if you rate your text while you are thinking of a specific class. Be sure to compare the textbook to a fictional ideal rather than to another text. Your goal is to find out what aspects of the text are or are not less than ideal. Finally consider any text-based supplemental materials as part of the textbook and rate them together. Have fun!

*** Rate the questions below using the following rating system:**

- 5 Excellent
- 4 Good
- 3 Adequate
- 2 Poor
- 1 Unacceptable
- N/A Not Applicable

*** Add comments to supplement your evaluation:**

- Textbook Title:** _____
- Publisher:** _____
- Copyright Date:** _____
- Text Supplements Available** (workbooks, study guides, recorded book, publisher website, etc.) _____

Understandability

- _____ Are the assumptions about students' vocabulary appropriate?
- _____ Are the assumptions about students' prior knowledge of this content area appropriate?
- _____ Are the assumptions about students' general experiential backgrounds appropriate?
- _____ Does the teacher's manual provide ways to develop and review the students' conceptual and experiential background?
- _____ Are the concepts explicitly linked to students' prior knowledge or to their experiences?
- _____ Does the text introduce abstract concepts by accompanying them with many concrete examples?
- _____ Does the text introduce new concepts one at a time with a sufficient number of examples for each one?
- _____ Are definitions understandable and at a lower level of abstraction than the concept being defined?
- _____ Is the level of sentence complexity appropriate for the students?
- _____ Are the main ideas of paragraphs, chapters, and subsections clearly stated?
- _____ Does the text avoid irrelevant details?

- _____ Does the text explicitly state important complex relationships (causality, comparisons, etc.)
- _____ Does the teacher manual provide additional resources for alternative materials/reading for varied levels of reading proficiency (high to low)

Learnability

Organization

- _____ Is there an introduction for each chapter
- _____ Is there a clear and simple organizational pattern relating chapters to each other?
- _____ Does each chapter have a clear, explicit and simple organizational structure
- _____ Does the text include resources such as an index, glossary, and table of contents?
- _____ Do questions and activities draw attention to the organizational pattern of the material? (chronological, cause/effect, spatial, topical, etc.)
- _____ Do supplements for students interrelate well with the text (blackline masters for practice and review, etc.)

Reinforcement

- _____ Does the text provide opportunities for students to practice using new concepts?
- _____ Are there summaries at appropriate intervals in the text?
- _____ Does the text provide adequate iconic aids (maps, graphs, illustrations, etc) to reinforce concepts?
- _____ Are there adequate suggestions for usable supplementary materials?
- _____ Do these activities provide for a broad range of ability levels?
- _____ Are there literacy questions provided for the students' self-review?
- _____ Do some questions encourage the students to draw inferences?
- _____ Are there discussion questions which encourage critical/creative thinking?
- _____ Are questions clearly worded?

Motivation

- _____ Does the teacher manual provide introductory activities/suggestions to pique student interest?
- _____ Are chapter titles and subheadings, concrete, meaningful or interesting?
- _____ Is the writing style of the text appealing to the students?
- _____ Are the activities motivating? Will they encourage the student to want to pursue the topic further?
- _____ Does the book clearly show how the knowledge being learned might be used by
the learner in the future?
- _____ Are the cover, format, print size and pictures appealing to the students?
- _____ Does the text provide positive and motivating models for both sexes as for the other racial, ethnic, and socioeconomic groups?

Readability Analysis

Weaknesses

1) On which items was the book rated lowest _____

2) Did these items fall in certain categories? _____

3) Summarize the weaknesses of this text. _____

4) What can you do in class to compensate for the text's weaknesses? _____

Assets

1) On which items was the book rated the highest? _____

2) Did these items fall into certain categories? _____

3) Summarize the assets of the text. _____

4) What can you do in class to take advantages of the text's assets? _____



