

MATHEMATICS COURSE BOOK ASSESSMENT SCALE

CRITERIA	TOTALLY AGREE	AGREE	UNDECIDED	DISAGREE	NEVER AGREE
IN TERMS OF VISUAL ASPECTS					
1. The cover is intriguing.					
2. The contents page is well organized.					
3. The font size of the letters in the book is suitable for the student level.					
4. The pictures are colorful and interesting.					
5. The pictures are useful for teaching.					
6. The tables, graphics, diagrams and shapes used are suitable for student level.					
IN TERMS OF CONTENT					
1. It contains information that the student can use in his daily life.					
2. During the teaching, pre-achievements has been provided.					
3. During the teaching, the relationships with other courses is discussed.					
4. Contemporary issues are included in the content.					
5. There are sufficient student-centered activities in the book.					
6. The book enhances students' creative thinking skills.					
7. There are no unnecessary details and information in the book.					
8. During the teaching, the level of development of the students was taken into consideration.					
9. Summaries were made at the end of the unit.					
10. The book is transaction-based.					
11. The book is concept-based.					

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12. There are enough examples / exercises / activities to understand the concept.					
13. Examples vary. (There are not always the same kinds of samples.)					
IN TERMS OF TEACHING METHODS AND STRATEGIES					
1. The methods and techniques used are student centered.					
2. The methods and techniques used make math fun.					
3. Techniques used during the teaching lead students to do research.					
4. The activities involved during the teaching improve the logical reasoning skills of the students.					
5. The same issue has been treated with different strategies.					
IN TERMS OF PREPARATION AND EVALUATION					
1. Motivation activities are at the beginning of the unit.					
2. Preliminary studies are carried out at the beginning of the unit to check the pre-achievements.					
3. A sufficient number of exercises were given at the end of the unit.					
4. Clear and concise sentences were used in the exercises at the end of the unit.					
5. The exercises at the end of the unit vary.					
6. The exercises are prepared to measure at different level of knowledge. information at a different level. (Knowledge, comprehension, application, analysis, synthesis, evaluation)					