

TEXTBOOK EVALUATION

Teacher(s): _____

Date: _____

Review several textbooks for the subject/course for which you need a new text. Then rate each textbook being evaluated on a scale of 1 to 4:

- 4 = Superior
- 3 = Good
- 2 = Average
- 1 = Poor

	Text:	Text:	Text:	Text:
<i>Goals and Objectives</i>				
1. The goals and objectives of the materials are clearly identified.				
2. The goals and objectives of the materials match the standards and curricular objectives of the school district.				
3. The content of the materials is directed to the achievement of the stated goals and objectives.				
4. Assessment techniques that measure student achievement of the goals, objectives, and skills are included, as are directions on how to interpret the results of the assessments.				
<i>Content of Materials</i>				
1. The material is factually accurate; objective information sources are well-documented and up-to-date.				
2. The content is well-presented by providing adequate scope, range, depth, and continuity.				
3. Concepts are well-developed and sequentially presented to help build understanding.				
4. The sequential development of program concepts match those of the school district.				
5. The skills are sequenced in accordance with district beliefs.				
6. There is provision for differentiating instruction or curricular activities.				
7. There are pupil aids to learning such as glossary, aids to pronunciation and meaning, summaries, and reviews.				
8. Illustrations are appropriate for the subject, age level, and diversity of the students.				
9. The self-help materials are constructed in such a way that students can work with them independently or with a minimum of teacher guidance.				
10. With respect to controversial material, information is representative of various points of view concerning social problems or issues.				
11. The content of this material will stimulate curiosity, offer challenge without frustration, and will interest/appeal to the majority of students.				
12. The content does not contain discriminatory or biased materials.				
13. The material allows students multiple ways of exploring concepts and communicating understanding of the concepts.				

14. The content incorporates real-world application of concepts.				
15. The material shows interdisciplinary connections when relevant.				
<i>Technical Quality</i>				
1. The type is clear, easy to read, and attractive.				
2. The art or photographic quality is sharp, captions are easy to read, and there is a balance between artistic technique and educational need.				
3. The construction, format, and approach is modern and will last for 5-10 years.				
<i>Teacher Materials</i>				
1. Adequate teacher materials and/or guides are provided with materials. Teacher editions seem convenient and effective and offer a sequence of skills presentation.				
2. There are adequate teaching suggestions which are practical, provocative and appropriate for teacher-student interaction.				
3. The materials provide ideas for encouraging group discussion and individual reflection.				
4. There are specific suggestions and instructions for differentiating instruction to meet the needs of students of varying ability and skill levels.				
5. Teacher materials for related learning, enrichment, remediation, and skill maintenance are adequate.				
6. The teacher supportive activities (i.e. computer programs and software, reference materials, appropriate videos, etc.) appear clear, well-organized and easy to use.				
7. Suggestions for a wide variety of assessment approaches (i.e. projects, reports, portfolios, journals, quizzes, tests, presentations) are included.				
8. Assessment materials and suggestions occur throughout the unit, not just at the end of the unit.				
9. Technological materials are integral to the curriculum and incorporate higher-order thinking skills.				
10. Appropriated use of technology (i.e. computers, calculators, etc.) is clearly explained.				
TOTAL				

Notes: