

TEXTBOOK SELECTION AND ADOPTION

Textbook and Supplementary Classroom Materials

Textbook Evaluation Worksheet:

- I. General Information
 - A. Title of Textbook _____
 - B. Author(s) _____
 - C. Publisher _____
 - D. Date of Copyright _____
 - E. Cost _____
 - F. Course Title _____
 - G. Grade Level _____
 - H. Readability Level _____
 - Determined by _____
 - Readability Formula Used _____

I. Circled Proposed Use:

Activity	Corrective	Instructional	
Developmental	Enrichment	Recreational	Other
Remedial	Individualized	Total Program	

II. Features of Book Used

- III. Summary
 - A. State strengths of the book
 - B. State weaknesses of the book
 - C. Would you as a teacher be comfortable with the material presented?

IV. Decision (yes, no)
 Adopt _____ Reject _____

Comments:
 EVALUATOR REVIEW DATE _____

Requesting Teacher _____ Building Media Specialist _____

Reading Specialist _____ Curriculum Chairperson _____

Special Services Teacher _____ Building Principal _____

 DATE APPROVED BY BOARD OF EDUCATION _____

District Administrator _____ Board President _____

Initial Adoption: 11/17/09 Final Adoption: 12/14/09

TEXTBOOK EVALUATION WORKSHEET
Curriculum Area _____
Reviewed by Curriculum Committee _____
 (Date) _____

Rate the questions below according to the following scale:
 5-Excellent 4-Very Good 3-Good 2-Fair
 1-Poor 0-Unsatisfactory NA-Not Applicable

1. Physical Features: (Section average score: _____)

	5	4	3	2	1	0	NA
Are the size and appearance of the book appealing to students and teachers?							
Is the book sufficiently durable for 3-5 years of classroom use?							
Is the format of consumable material practical?							
Is the paper off-white without glare?							
Is the quality such that maps and illustrations may be reproduced?							
Do the pages have approximately 40-50 percent margins with an adequate inner margin to allow for curvature of the binding?							
Is the print legible and on paper of sufficient thickness to prevent print from showing through on the other side?							

2. Readability: (Section average score: _____)

	5	4	3	2	1	0	NA
Is the actual reading level satisfactory for the grade level for which this textbook is intended?							
Is the presentation of material clear so that ideas are in an orderly fashion?							
Is the style of writing appropriate to the subject?							
Do the headings supply an outline of the chapter?							
Are specific patterns of paragraphs evident (topic sentences, etc.?)							
Is the vocabulary suited to the experiences of students in the grade for which the book is intended?							
Does the book provide sufficient use of new vocabulary to promote vocabulary growth?							

3. Graphics: (Section average score: _____)

	5	4	3	2	1	0	NA
Are illustrations, charts and graphs well chosen to clarify and enrich the text material?							
Are graphics explained close to where they are presented?							
Are graphics current?							
Do graphics have aesthetic value to students for whom the book is intended?							
Are the maps carefully designed, clearly labeled, and legible?							
Do the maps help the reader to understand and interpret the text?							

4. Authorship: (Section average score: _____)

	5	4	3	2	1	0	NA
Are one or more of the authors experts in the field covered by the text?							
Are one or more of the authors experienced classroom teachers?							
Do the authors have a style interesting to students?							

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5. Content: (Section average score: _____)

	5	4	3	2	1	0	NA
Does the content promote personal growth and image building?							
Does the content reflect the broadened experiences of today's students?							
Do activities and the text coincide with the students' backgrounds?							
Is the reading material of good literary quality?							
Is the student given opportunity for self-evaluation?							
Is the number of new concepts per selection appropriate to the students' abilities?							
Is there an appreciation for cultural diversity?							
Is there an appreciation for gender equity?							

6. Book Parts: (Section average score: _____)

	5	4	3	2	1	0	NA
Are there chapter lists of suggested readings, which would be attractive and meaningful to students?							
Is there a list of current supplementary resources?							
Is the index sufficiently comprehensive for students' use?							
Is there a glossary of new vocabulary introduced in the text?							
Does the glossary include pronunciation?							
Does the glossary indicate whether or not the word listed is a noun, adjective, verb, adverb, etc.?							

7. Skills and Activities: (Section average score: _____)

	5	4	3	2	1	0	NA
Is there a carefully developed plan for introducing study skills?							
Are there periodic re-teaching and review practices of the various skills?							
Are there sufficient activities in the book for the various levels of students in each reading level within the class?							
Is there a variety of stimulating activities geared to different ability groupings in the classroom?							
Are the activities purposeful and manageable?							
Do the activities provide for development of the skill of note taking?							
Do the activities provide for development of the skill of outlining?							
Are there activities for writing, listening, speaking and group discussion?							
Do the activities develop skills of critical thinking?							

8. Manual: (Section average score: _____)

	5	4	3	2	1	0	NA
Is the manual accompanying the text meaningful and helpful to the teacher without being too confining?							
Are directions for the teacher clear and detailed so that a novice can follow them?							
Are the teacher guides well organized?							
Do the guides provide practical activities and suggestions?							

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