



Textbook Evaluation

South Washington County Schools

The following document represents criteria expected to be present in textbook materials that are implemented in classrooms in South Washington County Schools.

The criteria were established as a collaboration between curriculum specialists, literacy specialists, reading specialists, classroom teachers, special education staff and administration.

Many external sources were also used in the compilation of this document. Key sources include OUSD Science Textbook Adoption Criteria Report & www.NewJersey.gov textbook evaluation tool

The criteria represent norms for textbook evaluation specific to five areas of interest:

1. General information about the textbook and supporting materials
2. Content
3. Lesson Design and Instructional Strategies
4. Assessment
5. Universal Design



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Thank you for serving as a reviewer for textbook adoption. The information below is critical to the evaluation process for instructional materials. Please follow the directions to ensure everything is consistent in evaluation.

Content area materials are to be used in: _____

Name: _____

Site/Department: _____ Position: _____

Textbook/Instructional materials: _____

Copyright: _____ Publisher: _____

Group Represented:

- | | | |
|---|--|---|
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Special Education | <input type="checkbox"/> ELL |
| <input type="checkbox"/> Reading Specialist | <input type="checkbox"/> Gifted and Talented | <input type="checkbox"/> Administration |

Expectations for Reviewers:

1. Reviewer is qualified to evaluate text materials.
2. Reviewer should be familiar with content standards. Standards documents are available through the Minnesota Department of Education at the following link:
http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html
3. Reviewer agrees to complete a thorough and consistent evaluation of text materials.
4. Reviewer will provide a fair and unbiased opinion of text materials.

Section 1: GENERAL

Do the instructional materials contain these components?		Present?
a.	Student edition textbook	
b.	Teacher edition textbook (annotated)	
c.	Textbook available on CD-ROM	
d.	Textbook available on line	
e.	Student workbook (consumable)	
f.	Student activity or laboratory workbook	
g.	Teacher activity or laboratory workbook (annotated)	
h.	Test generator on CD-ROM	
i.	Visuals to illustrate concepts – CD-ROM	
j.	Visuals to illustrate concepts - Transparencies	
k.	Laboratory materials/manipulatives	
l.	Computer simulation CD-ROM	
m.	Web-based resources	
o.	Compatible with interactive white board technologies	
p.	Other:	
q.	Other:	
r.	Other:	
	Comments:	

Based on District, school and classroom needs, use the following rubric to score the remaining sections of this report:

0 = this element is not evident in the resource being evaluated
1 = some evidence of this element is in the resource being evaluated
2 = this element is a component of the resource being evaluated
3 = this element is very evident in the resource being evaluated

Section 2: CONTENT

Based on your knowledge of content standards, does the instructional material provide a comprehensive program that will lead to mastery of relevant standards?	Score
Content is aligned with Minnesota State Academic Standards	
Content is accurate	
Key content standards are covered in depth	
Materials identify relevant vocabulary, skills and concepts for standards addressed	
Outcomes and goals are identified to students	
Text materials provide a reference for students	
Comments:	
Content specific vocabulary is clearly presented and adequately addressed?	Score
Essential vocabulary is aligned with state standards and district framework	
Essential vocabulary is clearly identified for students	
Definitions are given in context and are easy for students to understand	
Vocabulary terms are referenced in the glossary and index	
Comments:	
Are illustrations appropriate and adequately support standards?	Score
Students are asked to read, interpret and create diagrams, charts and graphs	
Illustrations are well constructed and clear	
Illustrations support student understanding of content standards	
Illustrations are recognizable by students (current/modern/relevant)	
Comments:	
Do the materials have historical reference, address current issues, and equally represent all cultural groups?	Score
Current issues are presented in a way that engages students and promotes social responsibility	
Content is given a historical context and the impact the knowledge has had on society is examined	
The contributions of all cultural groups is recognized	
Comments:	

Section 3: LESSON DESIGN AND INSTRUCTIONAL STRATEGIES

Do the materials provide suggestions for effective instructional strategies?	Score
The instructional materials provide models for teachers to engage students, explore explanations, explain content, elaborate, discuss and evaluate what they have learned	
The instructional materials suggest a variety of teaching strategies to meet the needs of all students (inquiry, group work, demonstration, question/discussion, etc.)	
Instructional strategies for the development of relevant vocabulary are included (analogies, graphic organizers, concept maps, etc)	
A range of differentiated instructional strategies are included	
Instructional materials include extension or enrichment activities	
Comments:	
Do the instructional materials move students toward content mastery?	Score
Activities and investigations meet Minnesota State Academic Standards	
Activities and investigations form a basis for subsequent learning	
Instructional materials support higher-order thinking skills (problem solving, reasoning, critical thinking, etc.)	
Student materials allow for meaningful independent student work	
Materials provide opportunities for active learning through direct instruction, cooperative learning, and investigations	
Practice problems and review materials are useful, well written, and directly connect to text	
Suggestions are provided for at-home connections	
Materials are appropriate for the target grade level	
Text readability is grade level appropriate	
Comments:	

Section 4: ASSESSMENT

Do the instructional materials offer measures to assess student progress toward mastery of content standard? (Formative assessment)	Score
Materials for formative assessments are provided	
Strategies and materials are provided to assess students' prior knowledge	
Instructional materials provide suggestions for addressing common misconceptions about content	
Students are provided opportunities to self-assess and reflect in their progress	
Comments:	
Do the instructional materials offer measures to assess student mastery of content standards? (Summative assessment)	Score
Various types of assessments are provided; constructed response (short answer), essay, project options, portfolio use, multiple choice, etc.	
High quality multiple choice items are provided	
Assessments measure content knowledge and process skills	
Assessments are provided for individuals, pairs and groups	
Assessment items are unbiased	
Comments:	

Section 5: UNIVERSALLY DESIGNED

Are the instructional strategies and resources designed to meet the needs of a diverse student population?	Score
Visuals are used effectively to promote learning	
Primary language support materials are available (Spanish)	
Instructional materials provide strategies and resources for students with limited reading or comprehension skills	
Accommodations are suggested for Special Needs Students in order to address their Individualized Education Program (IEP)	
Accommodations are suggested for advanced learners and Gifted and Talented Students	
Assessment options provide accommodations for varied learning styles and language proficiency	
Comments:	
Are materials accessible to all students?	Score
Reading strategies are provided	
Reading level of text is appropriate for grade level	
The visual layout of the material is appealing to students	
"Hooks" that appeal to a variety of student populations are used	
Materials include activities/tools for the development of academic vocabulary and language	
Chapters contain clear and comprehensive introductions and summaries	
Chapter layout is consistent and chapters are arranged logically	
Comments:	
Do the materials represent all groups?	Score
Pronouns, descriptors and illustrations of both sexes are used equally	
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions	
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial	
Children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged or diminished	
Materials portray all cultural groups accurately	