

SCHOOL COMMITTEE POLICY

AMESBURY PUBLIC SCHOOLS

**TEXTBOOK SELECTION/ADOPTION**

**IJJ-E**

**TEXTBOOK SUMMARY EVALUATION FORM**

**INSTRUCTIONS:** Please complete this form and forward it to the Curriculum Director

TEXTBOOK TITLE: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_ AUTHOR(S): \_\_\_\_\_

COPYRIGHT DATE: \_\_\_\_\_ EDITIONS: \_\_\_\_\_ COST: \_\_\_\_\_

INTENDED GRADE LEVEL USE: \_\_\_\_\_

NAME TEXTBOOK ALTERNATIVES THAT WERE EVALUATED: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

LIST EVALUATOR'S NAMES: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

LIST PERSONNEL INVOLVED IN THE FINAL SELECTION RECOMMENDATION:  
(This should include administrators and staff who will be affected by the recommendation)

\_\_\_\_\_  
\_\_\_\_\_

THE FOLLOWING SEVEN MAJOR CATEGORIES HAVE BEEN EVALUATED USING THIS SCALE:

**NA = NOT APPLICABLE    4 = EXCELLENT    3 = GOOD    2 = FAIR    1 = POOR**

CURRICULUM & RESEARCH CORRELATION     APPROPRIATE READABILITY

RESPECT FOR DIVERSITY     CONTENT

ORGANIZATION AND PRESENTATION     TEACHERS EDITION

ACTIVITIES

## **TEXTBOOK SUMMARY EVALUATION FORM**

**INSTRUCTIONS:** This evaluation form is intended to help you evaluate and select a textbook. Please rate each selection according to the following scale:

NA (Not Applicable)   4 (Excellent)   3 (Good)   2 (Fair)   1 (Poor)

Record an average score for each category on the Summary Evaluation Form

<b>CURRICULUM AND RESEARCH CORRELATION</b>			
	Title 1	Title 2	Title 3
The textbook content aligns with appropriate subject area MA Frameworks and District Curriculum			
Textbook is based upon evidence-based practices and reflects current and valid research of subject			
The textbook is compatible with other materials used in the curriculum			

<b>APPROPRIATE READABILITY</b>			
	Title 1	Title 2	Title 3
Reading level is appropriate for those students who will be using the text			
Style of writing is clear and interesting to the reader			

<b>RESPECT FOR DIVERSITY</b>			
	Title 1	Title 2	Title 3
Text represents diversity among people and groups without stereotype or bias			
Materials build mutual understanding, appreciation and acceptance of others			

<b>CONTENT</b>			
	Title 1	Title 2	Title 3
The facts are accurate, significant and developmentally appropriate			
Main concepts fit into a well-planned sequence of instruction			

<b>ORGANIZATION AND PRESENTATION</b>			
	Title 1	Title 2	Title 3
Content is organized into small, manageable parts			
Appendices of charts, graphs, tables and supplemental materials are clear and appear necessary			
(Visual aides and art) are appropriate for intended age groups Text features font, style and spacing			

<b>TEACHERS EDITION</b>			
	Title 1	Title 2	Title 3
Teacher manual and supporting materials are designed for teacher ease			
Technology support is available (student and teacher text, CD, on-line support)			
Objectives and goals of the text are clearly stated			
Concrete and practical suggestions on differentiated instruction and multiple intelligence are incorporated			
List of necessary materials/equipment is provided			
Assessments are varied to meet multiple learning styles			

<b>ACTIVITIES</b>			
	Title 1	Title 2	Title 3
Instructions are clear			
Materials are easy to obtain			
Follow-up questions require students to apply their knowledge and skills and develops critical thinking			
Activities reinforce, apply or extend concepts presented in the text			

Reviewed: 1997; 2003  
 Revised: 2009