

TEXTBOOK SELECTION

Use the following rating scale to mark each of the criterion listed below:

4	=	at the desired level of quality
3	=	at an acceptable level of quality
2	=	at a marginal level of quality
1	=	at an unacceptable level of quality
0	=	is not present or cannot be determined
NA	=	not applicable to the learning program
-4 or SD	=	serious deficiency, sufficient to consider eliminating from consideration

TEXTBOOK CHARACTERISTICS**A. Learning Goals and Objectives**

- _____ 1. learning goals for the program are stated in terms of measurable performance
- _____ 2. learning objectives for each unit are stated in terms of measurable performance and build toward the learning goals
- _____ 3. learning objectives, if achieved by the students, are sufficient for students to accomplish the goals of the program

B. Content

- _____ 4. the information is complete (no serious omissions)
- _____ 5. the information is accurate (no serious errors)
- _____ 6. author(s) and/or members of the consultant/review panel include recognized authorities in the field
- _____ 7. interpretations made and conclusions and generalizations drawn are supported by sufficient evidence to demonstrate that they are warranted
- _____ 8. the readability level is appropriate for intended students
- _____ 9. organization is logical so that each section and chapter builds on and utilizes knowledge and skill developed in earlier ones and contributes to achievement of outcome knowledge and skills

- _____ 10. illustrative material helps to clarify and is related directly to the written information and helps to clarify and/or extend understanding
- _____ 11. illustrative material is accurate
- _____ 12. content is free of gender, age, race, religious, ethnic bias, and/or stereotyping
- _____ 13. content does not reflect an unacknowledged point of view or espousal of a political position
- _____ 14. content is appropriate for the age and maturity level of the intended students

C. Assessment

- _____ 15. review and enrichment activities provide opportunities for student thinking and doing at all levels from accurate observation and recall of information and effective performance of learned skills to analysis of relationships to drawing and evaluating conclusions
- _____ 16. performance assessment activities are provided for each unit in the program and the program as a whole
- _____ 17. performance assessment activities provide for alternative ways for students to demonstrate they achieved the objectives and goals
- _____ 18. performance assessment activities provide for students to confirm that they can apply the new learning to life-related situations

D. Teacher-Support Materials

- _____ 19. the program provides directions to the teacher on how to implement the learning activities that are clear, complete, and accurate
- _____ 20. the program provides teachers with contingency procedures to use with students who are not achieving the learning objectives of the program
- _____ 21. the program provides clear, complete, accurate directions on how to correlate the supplements to the text programs
- _____ 22. the program provides clear, complete accurate instructions on how to implement the performance-assessment activities
- _____ 23. the program provides clear, complete, and accurate instruction for evaluating student performance on assessments and suggested standards of quality

E. Physical Characteristics

- _____ 24. format will be inviting to intended students
- _____ 25. information is organized for easy retrieval
- _____ 26. covers are of durable material and attractively presented
- _____ 27. binding is sufficiently strong to withstand frequent use and normal handling
- _____ 28. text paper is of sufficient opacity to prevent show-through from reverse sides

F. Support Materials

- _____ 29. text is accompanied by graphics, audio-visuals, and/or software
- _____ 30. supplements relate directly to the learning objectives and goals of the program
- _____ 31. A. learning objectives and goals of the program cannot be accomplished without the learning activities contained in certain supplements or
- 31. B. learning objectives and goals of the program can be accomplished without the supplements but supplements are essential for extended learning
- _____ 32. content, suggested learning activities, and suggested methodology are sufficient for students to achieve each and all learning objectives and goals

Date

Reviewer