

CHECKLIST OF EVALUATIVE CRITERIA FOR TEXTBOOKS

DIRECTIONS: This Evaluation List presents 12 areas of information which should prove helpful in judging the relative merits of textbooks. Blank spaces are provided for comments by the evaluator in connection with each evaluation criterion. As an example, the evaluator might write in II, Number 6, - The cover is artistically done. Has strong eye appeal. Challenging title.

A point scoring system is not recommended because it would be quite possible for a textbook to have the highest total score and still not merit selection in the judgment of the evaluator. For instance, the evaluator might feel that the highest scoring textbook is too weak in one or more crucial areas to be adopted (although it might be used as a supplementary reference).

Final judgment regarding a given textbook or textbook series will be made by examining the constellation of individual item judgments.

Name of Evaluator _____

School _____

Current Assignment(s) (Grade Level/Subject) _____

Subject/Grade Level(s) for which the textbook is intended _____

Briefly state or attach the goals and/or aims of the course/subject for which this textbook is being considered. _____

I. GENERAL INFORMATION

1. Textbook title _____

2. Authors _____

3. Publishers _____

4. Copyright date _____

5. Number of pages _____

6. Unit cost _____
7. Cost of support materials _____

II. IS THE MECHANICAL MAKE-UP ADEQUATE?

1. Clarity of type _____
2. Interlinear spacing _____
3. Paper opaque, durable, non-glare _____
4. Durability of binding _____
5. Quality of illustrations _____
6. Attractiveness of cover _____
7. Book format _____

III. IS THE CONTENT APPROPRIATE?

1. Authenticity _____
2. Current information _____
3. Covers the subject _____
4. Material challenges problem solving abilities _____
5. Appropriate for intended "age group" _____
6. Relevance to use in contemporary adult life _____
7. Bias free _____
8. Multi-cultural approach to the material _____

IV. ARE THE MEANINGS PRESENTED WITH CLARITY?

1. Appropriateness of vocabulary _____
2. Ease of comprehension _____
3. Interesting style _____
4. Development of concepts _____

5. Development of technical terms _____
6. Reading level appropriate for intended group _____

V. HOW GOOD IS THE ORGANIZATION OF THE BOOK?

1. Sequential development throughout _____
2. Logical organization for instruction _____

VI. IS THERE AN ADEQUATE SELECTION OF VARIED TEACHING AIDS?

1. Clear overview of units _____
2. Succinct summaries _____
3. Questions stimulating a variety of thinking sheets _____
4. Practical related activities _____
5. Adequate word lists _____
6. Aids for reviewing _____
7. Aids for evaluation of student learning _____
8. Pertinent instructional references _____
9. Value of teacher's manual _____

VII. ARE THE AIDS TO LOCATION OF INFORMATION ADEQUATE?

1. Is there a preface? _____
2. Organization and completeness of table contents _____
3. Accuracy and completeness of index _____
4. Scope and usefulness of appendices _____
5. Listing of illustrative materials _____

VIII. HOW EFFECTIVE ARE THE GRAPHIC AIDS?

1. Accuracy _____
2. Adequate number _____
3. Appropriateness _____

4. Related to context _____
5. Variety of types _____
6. Current _____
7. Eye appeal _____
8. Clarity _____

IX. GENERAL OBSERVATION AND REMARKS:

This section should include a statement regarding: (1) the extent to which this textbook meets the goals and/or aims of the course/subject for which it is being considered, (2) an assessment of continuity of concepts developed between grade levels (if a series), and (3) general factors to be considered in selection.

X. DID THE EVALUATOR READ THIS BOOK IN ITS ENTIRETY?

XI. GENERAL EVALUATION

XII. I recommend that this book be APPROVED/NOT APPROVED for adoption.