

# Evaluation Criteria Used by Textbook Review Committee

## Section I: Correlation with the Standards of Learning

| <b>Determine the degree to which content found in these textbooks is correlated with the Standards of Learning and the Curriculum Framework for this subject.</b>   |  |   |
|---|--|---|
| <b>Adequate<br/>A</b>   | <b>Limited<br/>L<br/>(Note: Provide examples to support this rating.)</b>  | <b>No Evidence<br/>N<br/>(Note: Provide examples to support this rating.)</b>   |
| <p>Lessons are aligned with the standards.</p> <p>Content appears accurate, clear, and in sequential order.</p> <p>Most of the essential understandings, knowledge, and skills are supported.</p> <p>Many opportunities are provided for students to practice essential skills.</p> | <p>Limited connections between the standards and the lessons are noted.</p> <p>Content appears to contain some inaccuracies or is not always clear.</p> <p>Essential understandings, knowledge, or skills are not sufficiently addressed.</p> <p>There is limited opportunity for students to practice essential skills.</p> | <p>No correlation between the standards and the lessons.</p> <p>A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies.</p> <p>Essential understandings, knowledge, or skills are not addressed.</p> <p>Opportunities to practice essential skills are not included.</p> |
| <p>Comments or concerns related to content accuracy, bias, or editing:</p>  |  |   |

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### Section II: Rubric for Instructional Design and Support

(Reported and may be used in correlation and approval considerations.)

| Adequate<br>A   | Limited<br>L<br><br>(Note: Provide examples to support this rating.)  | No Evidence<br>N<br><br>(Note: Provide examples to support this rating.)   |
|---|---|--|
| <b>Criterion 1</b> - Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.   |   |  |
| Textbook is logically organized and grade/age appropriate for students.   | Textbook lacks consistency in organization and appropriateness for the grade/age of students.   | Textbook is not reasonably organized and is inappropriate for the grade/age of the students.   |
| <b>Criterion 2</b> - Textbook is organized appropriately within and among units of study.   |   |  |
| Scope and sequence is easy to read and understand.  | Scope and sequence is confusing and not easy to understand.   | Scope and sequence is difficult to read and understand.  |
| <b>Criterion 3</b> - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.   |   |  |
| Organizational properties of the textbook assist in understanding and processing content.   | Organizational properties of the textbook offer limited assistance in understanding and processing content.   | Organizational properties of the textbook do not assist in understanding and processing content.   |
| <b>Criterion 4</b> - Writing style, syntax, and vocabulary are appropriate.   |   |  |
| Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words. | Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar. | Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar. |
| <b>Criterion 5</b> - Graphics and illustrations are appropriate.  |   |  |
| Visuals are accurate, support the text, and enhance student understanding.  | Visuals are somewhat unclear and offer limited support for the text and student understanding.  | Visuals are inaccurate, do not support the text, and do not enhance student understanding.   |
| <b>Criterion 6</b> - Sufficient instructional strategies are provided to promote depth of understanding.  |   |  |
| Materials provide students with opportunities to integrate skills and concepts.   | Materials provide students with limited opportunities to integrate skills and concepts.   | Materials provide students with no opportunities to integrate skills and concepts.   |

Note: Any subject area criteria that are required in state statute will be included as part of the state review. The Department of Education may establish criteria indicators that are subject-area specific.