

**Maquoketa Community School District  
Textbook Evaluation**

Year \_\_\_\_\_

COURSE \_\_\_\_\_

As you look at the sample course materials, you are asked to complete this evaluation form. The items on the checklist address the aspects of quality materials that reflect current research and best practice, and are reflective of NCTM Standards, Iowa Core and Common Core Curriculum.

It is important as you study the textbooks available to sample, be sure to be mindful that the materials:

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| <ul style="list-style-type: none"> <li>• are well-articulated for grade level.</li> <li>• provide for differentiated instruction.</li> <li>• provide for diverse learning styles and needs.</li> <li>• provide for meaningful, purposeful distributed practice of skills.</li> </ul> | <ul style="list-style-type: none"> <li>• balance computation and problem-solving.</li> <li>• make appropriate use of technology, especially computers.</li> <li>• include appropriate assessment materials.</li> <li>• include adequate supplemental materials.</li> </ul> |
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Textbook series you reviewed: \_\_\_\_\_

Grade Level (K-12) reviewed: \_\_\_\_\_

Please use the following rating scores for each descriptor. Place an X in the box that most closely matches your opinion.

**5=Exemplary 4=Promising 3=Adequate 2=Inadequate 1=Very inadequate 0=Not applicable**

**Criterion 1**

**Quality considerations for the content emphasis textbooks**

	5	4	3	2	1	0
The curriculum is aligned with the learning expectations presented in <i>Iowa Core</i> , <i>Common Core</i> , and the Maquoketa standards, benchmarks, objectives, and curriculum/consensus maps.						
There is an appropriate balance of skill development, conceptual understanding, and mathematics processes.						
Course ideas are connected and interwoven across strands instead of studied in isolation.						
Course topics are presented in depth (within a textbook) and with increasing sophistication across grades (within a textbook series).						
Contextual problems engage students and, where appropriate, give rise to subject ideas.						
Materials maintain high expectations for all students.						

**Criterion 2**

**Quality considerations for the instructional focus of the textbooks**

	5	4	3	2	1	0
Activities foster the development of subject matter as a way of thinking.						
Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies.						
Worthwhile tasks are offered to engage, motivate, and challenge all students to think mathematically.						
Where appropriate, lessons involve the use of instructional technology, manipulatives, or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate solutions.						
Activities promote student inquiry, reflection, critical thinking, problem-solving, and sense-making.						

**Criterion 3**

**Quality considerations for teacher support in textbooks**

	5	4	3	2	1	0
Assessment tools (e.g. tasks, open-ended questions, tests) are provided for assessing student learning and informing instructional decision-making.						
Materials provide opportunities for teachers to increase their own understanding of the ideas students are studying.						
There are provisions for <b>adapting</b> instructional activities to accommodate special-needs students.						
Information is provided to help teachers determine what students may already know about subject ideas, including common misconceptions, that instruction should address.						
Materials provide a rich source of problems, exercises, and projects that can be used for homework.						
Materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize the subject’s ideas.						
Materials provide for meaningful, purposeful distributed practice of computational skills.						

**Criterion 4**

**District considerations for the textbooks**

	5	4	3	2	1	0
Method of assessment is consistent with district philosophy.						
Materials are readable for the intended age group.						
Materials allow for a variety of activities that address different learning styles and needs (differentiation).						
<b>Materials are not biased (non-stereotypic: race, ethnic groups, religion, gender roles, etc.) MCNS</b>						
Materials reflect up-to-date research and best practice.						

Materials are developmentally appropriate.							
Packaging is appropriate, convenient, and durable.							

Evaluator's name and school: \_\_\_\_\_

**Comments:**

Strengths	Hesitations