

**CTE: Textbook Evaluation**

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

- Includes rigorous, multistep problem solving examples and opportunities for student practice
- Encourages student participation in the learning process with engaging and interesting materials
- Provides support for diverse learning styles and individual student needs.
- Makes use of modern technologies that encourage students to apply learning to real world situations
- Contains appropriate and readable passages for the intended group; is durable and of high quality

**Textbook series you reviewed:** \_\_\_\_\_

**Grade Level reviewed (please circle):**    **9**    **10**    **11**    **12**

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**

**Total** \_\_\_\_\_

**Criterion 1: Content Emphasis**

	5	4	3	2	1	0
Materials <b>cover all of the TEKS</b>						
Materials are aligned with the learning expectations of the TEKS						
There is an <b>appropriate balance</b> of skill development and conceptual understanding						
<b>Ideas are connected and interwoven</b> across strands instead of studied in isolation.						
Materials <b>reflect the needs and diversity of Texas</b> students						
Materials maintain high, rigorous expectations for all students.						

Total \_\_\_\_\_

**Criterion 2: Student Materials**

	5	4	3	2	1	0
The student text <b>fully supports</b> the TEKS in both wording <i>and</i> intent as well as provides for the ability to adjust to local curriculum goals.						
The student <b>text is well organized, visually attractive, and thoughtfully designed</b> to engage the adolescent learner.						
Each chapter includes a balanced blend of hands-on investigations, direct concept lessons, and process skills instruction.						
The lessons are <b>well organized, thoughtfully sequenced</b> and are easy for students to follow and understand.						
<b>Lessons are available digitally</b> so all students can have access to the same information to address equity and fairness issues.						

Total \_\_\_\_\_

**Criterion 3: Instructional Focus**

	5	4	3	2	1	0
Student experiences and activities foster the development of mathematics as a way of thinking.						
<b>Lessons promote classroom discourse</b> by explicitly requiring students to share their thinking or strategies.						
<b>Includes worthwhile, rigorous tasks that are designed to engage, motivate, and challenge all students to think.</b>						
Lessons involve the <b>use of instructional technology</b> , or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate solutions.						
Activities <b>promote student inquiry, reflection, critical thinking, problem solving, and sense making.</b>						
Students materials provide multiple <b>opportunities</b> to prepare students for the rigor of state assessments						

Total\_\_\_\_\_

**Criterion 4: Assessment**

	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 <b>provide background opportunities for teachers</b> to increase their own understanding of the ideas they are teaching.						
There are <b>provisions for adapting instructional activities</b> to accommodate a variety of needs.						
Information provided <b>helps teachers determine what students may already know</b> including common misconceptions that the instruction then addresses.						
<b>Materials include a rich source of</b> exercises, and projects that can be used for homework, classwork, and collaborative tasks.						
<b>Digital assessment materials support the class work</b> and allow teachers to customize the assessments and homework.						
Digital assessments provide practice in state assessment format.						
Digital assessments provide for online delivery, automatic scoring, data reporting, and allow <b>individual district administrators to create/distribute customized benchmark assessments.</b>						

Total\_\_\_\_\_

**Criterion 5: Teacher Materials**

	5	4	3	2	1	0
Provides teachers with background information, suggestions for pacing, and provides a variety of instructional strategies.						
Teachers can easily <b>customize their instruction</b> to meet the individual needs of the classroom, or unique district goals.						
The teacher edition is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.						
Teacher materials provide additional exercises that can be used for differentiating student practice.						
Teacher <b>materials link to available digital resources</b> making planning and instructional delivery easy, efficient, and effective.						

Total\_\_\_\_\_

**Criterion 6: Digital Resources**

	5	4	3	2	1	0
Digital resources include a <b>variety of multimedia formats</b> in addition to the ability to edit/print worksheets on demand						
Digital tools facilitate group activity.						
The <b>student experience is the same whether in print or digital formats</b> to provide for equity and consistency in delivery of the content.						
The <b>online student text is digitally interactive</b> , capturing student work, which can be monitored remotely by the teacher.						
<b>Online lesson presentations and student tutorials</b> encourage student engagement, help develop conceptual understanding and promote rigorous and thoughtful learning.						
The math <b>website is easy to access</b> , with all of the resources located in one place for convenience and ease of use.						

Overall Total\_\_\_\_\_

**Comments:**

Strengths	Hesitations