

## High School Textbook Evaluation School

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):** IPC    **Biology**    **Chemistry**    **Physics**

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: Science content emphasis**

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

	5	4	3	2	1	0
Materials <b>cover <u>all</u> of the TEKS</b>						
The science is aligned with the learning expectations of the TEKS, <b>including the science processes</b>						
There is an <b>appropriate balance</b> of skill development, conceptual understanding, and science processes.						
Science <b>reflects the needs and diversity of Texas</b> students, and includes both local and national examples of math in the real world						
Contextual <b>problems engage students</b> and, where appropriate, give rise to science.						
Materials maintain high, rigorous expectations for all students.						

**Criterion 2: Student materials**

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

	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 the 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.						

**Criterion 3: Instructional focus**

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

	5	4	3	2	1	0
Student experiences and activities foster the development of science 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 scientific tasks</b> are offered to engage, motivate, and challenge all students to think scientifically.						
Lessons involve the <b>use of instructional technology, manipulatives</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 to engage in dual coded exercises</b> to prepare students for the rigor of state assessments						

**Criterion 4: Assessment**

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

	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>provides background opportunities for teachers</b> to increase their own understanding of the scientific 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> about scientific ideas, including common misconceptions that the instruction then addresses.						
<b>Materials include a rich source of problems, exercises, and projects</b> 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 allows <b>individual district administrators to create/distribute customized benchmark assessments.</b>						

**Criterion 5: Teacher materials**

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

	5	4	3	2	1	0
Provides teachers with science background information, suggestions for pacing, and provides a variety of instructional strategies.						
Lesson instruction <b>contains leveled questions that guide</b> teachers in developing scientific discourse in the classroom.						
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, and problem sets that can be used for differentiating student practice.						
Support is provided for <b>classroom instruction on multi-step, rigorous problem solving</b> .						
Teacher <b>materials link to available digital resources</b> making planning and instructional delivery easy, efficient and effective.						

**Criterion 6: Digital Resources**

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

	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						
<b>Virtual manipulatives</b> are readily accessible, easy to use, and designed to help students conceptualize scientific ideas.						
Digital tools allow students to interact with their textbook from <b>any device, anywhere, at any time</b> .						
Digital tools <b>offer collaboration workspaces</b> that facilitate group activity and include remote sharing capabilities.						
The <b>student experience is the same whether in print or digital formats</b> to provide for equity and consistency in delivery of the science 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 science <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:**

<b>Strengths</b>	<b>Hesitations</b>