

DELAWARE VALLEY SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

ADOPTED: SEPTEMBER, 2018

108-AR-1. TEXTBOOK EVALUATION FORM

Bibliographic Entry: _____

Subject Area: _____ Level: _____

Please complete all information that applies to this text:

Reading Level

1. Reading level (as supplied by publisher). _____

2. Reading level as determined by person evaluating this text. _____

3. Formula used (Fry, Raygor, etc.) by evaluation. _____

YES NO4. Reading level of text appears to be realistic for the program level. ☐ ☐

Format/Illustrations

YES NO1. The appearance of the text is appealing to students. ☐ ☐2. Illustrations are functional, serve a practical purpose, assist with motivation. ☐ ☐3. Illustrations, diagrams, tables, and charts give meaning to the instruction. ☐ ☐4. Layout and design of text contributes to its readability. ☐ ☐5. The illustrations portray the multi-ethnic diversity of society. ☐ ☐6. Females and males are equally represented in illustrations, shown in varied and nonstereotyped roles. ☐ ☐

Teacher Editions**YES** **NO**

1. Teacher editions clearly state the learning objectives for each lesson or unit.
2. The lesson notes provide a variety of suggestions for presenting material.
3. Teacher editions include reproduction of student test pages with answers.

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Content Authority**YES** **NO**

1. Author is a well-qualified authority and reliable in his/her field.
2. Copyright date is recent enough (not more than five (5) years old) to be up-to-date and reliable in the particular field.
3. Text and assessment materials have adequate field testing.
4. Publisher has a reputation for high quality and responsible publications.
5. Feedback from schools using this textbook is favorable.

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Vocabulary**YES** **NO**

1. Text presents vocabulary words which are vital to the key concepts of each chapter or unit.
2. Key vocabulary words in the context are printed in bold or italicized print for easy recognition.
3. Words are defined either within the text or in the glossary.
4. Definitions are clearly stated and use standard terminology.
5. Pronunciation aids are provided in the text.

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Concepts**YES** **NO**

1. Concepts are up-to-date.
2. Main concepts are aligned with the curriculum.
3. Main concepts are accurate and objective, and are presented in an orderly and logical manner with a proper sequence of skills.
4. Main concepts are presented one (1) at a time in a pace that is appropriate for the students.
5. Format of the text separates main concepts visually with headings or in sections.
6. Text provides for a range of student abilities.
7. Concepts are at the level of the students who will be using the text and are stated in terms that should be understandable with adequate instruction.

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| 8. Study guide questions or statements accompany the text. | ☐ | ☐ |
| 9. Solutions to example problems are clearly shown and explained. | ☐ | ☐ |
| 10. Important skills and concepts are reviewed at the end of each chapter/unit. | ☐ | ☐ |
| 11. A sufficient number of corrective practice exercises are provided. | ☐ | ☐ |
| 12. A sufficient number of enrichment practice exercises are provided. | ☐ | ☐ |
| 13. Answers to certain exercises are included so that students can check their own work. | ☐ | ☐ |

Assessment**YES** **NO**

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| 1. The text provides periodic cumulative review and testing to determine student strengths and weaknesses. | ☐ | ☐ |
| 2. The text contains review, summary and unit tests for practice and reinforcement. | ☐ | ☐ |

Specific Accessibility Criteria**YES** **NO**

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|---|--------------------------|--------------------------|
| 1. Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning. | ☐ | ☐ |
| 2. Images are used to support course content and accompanied by text descriptions for digital formats (Alt Text) or captions for more complex descriptions. | ☐ | ☐ |
| 3. Styles are used to format text with a preference to use sans serif (e.g., Arial or Verdana) fonts. | ☐ | ☐ |
| 4. Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs in digital text, for example, https://www.psba.org and include words and phrases to provide context for screen-readers, for example use "PSBA – Hyperlink" rather than PSBA). | ☐ | ☐ |
| 5. Audio materials are accompanied by a transcript and videos/screencasts are closed-captioned. | ☐ | ☐ |

Accessibility Questions for PublishersYES NO***Print Textbooks and Core-Related Print Materials –***

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|---|--------------------------|--------------------------|
| 1. Are accessible versions of materials available for purchase? | ☐ | ☐ |
| 2. Have National Instructional Materials Accessibility Standard (NIMAS)-compliant files been deposited in the National Instructional Materials Access Center (NIMAC)? | ☐ | ☐ |
| 3. Are electronic files that can be converted into braille, large print, audio and digital text available through other sources? If so, what sources? | ☐ | ☐ |
| 4. Do accessible formats available meet the needs of Section 504 Agreements and Individualized Education Programs (IEPs) for students who will be using these texts? | ☐ | ☐ |

Digital or Online Learning Materials –

- | | | |
|---|--------------------------|--------------------------|
| 1. Are the materials offered in a platform-neutral format so that different types of technology can be used to deliver the content? | ☐ | ☐ |
| 2. Are the materials provided in an open environment which is compatible with assistive technology? | ☐ | ☐ |
| 3. Are the materials offered in a flexible format which allows for customization according to the users' needs and preferences? | ☐ | ☐ |
| 4. Is the content represented in multiple ways? | ☐ | ☐ |
| 5. Are the materials designed with navigation alternatives? | ☐ | ☐ |
| 6. Are location supports designed into the materials to let users navigate, search, and determine progress? | ☐ | ☐ |
| 7. Are mathematical, scientific and music symbols, formulas, and notations represented in multiple ways? | ☐ | ☐ |
| 8. Is the timing or pace flexible or customizable when needed by the student? | ☐ | ☐ |
| 9. If writing is required, is text entry supported by alternative methods? | ☐ | ☐ |
| 10. Is content structured in a predictable, coherent, and logical way? | ☐ | ☐ |

Presentation

YES NO

1. The text presents the materials in an appropriate and logical sequence.
2. Bibliography of supplementary material is presented at the end of each chapter or unit or at the end of the text.
3. Material is related to other content areas and is interdisciplinary in nature.

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Printed names and signatures of staff members:

1. _____, Chairperson
2. _____
3. _____
4. _____
5. _____

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