

# Sample Evaluation Criteria Used by LCS Textbook Review Committee

## Part I: Correlation and Content with the Standards of Learning

Adequate	Limited	No Evidence
Lessons are aligned with the standards.	Limited connections between the standards and the lessons are noted.	No correlation between the standards and the lessons.
Content appears accurate, clear, and in sequential order.	Content appears to contain some inaccuracies or is not always clear.	A logical sequence of content cannot be identified and /or there appear to be significant content inaccuracies
Most of the essential understandings, knowledge, and skills are supported.	Essential understandings, knowledge, or skills are not sufficiently addressed.	Essential understandings, knowledge o, or skills are not addressed.
Many opportunities are provided for students to practice essential skills.	There is limited opportunity for students to practice essential skills.	Opportunities to practice essential skills are not included.

## Part II: Instructional Design and Support

Adequate	Limited	No Evidence
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.
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.
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.
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.
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.
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.

## Part III: Teacher Support and Ancillary Materials

Adequate	Limited	No Evidence
Annotated Teacher Edition and resources facilitate teacher planning and delivery of instruction.	Limited resources provided for planning and delivery of instruction	No annotated teacher edition provided. No resources accompanying the student textbook.
Effective and easy to use technology i.e. on-line / web based, and print material for both student and teacher use.	Limited ancillary materials for student and teacher use.	No ancillary materials for student and teacher use.