

Illinois Textbook Loan Considerations

Thank you for taking time to consider textbooks that will benefit our school's instructional program.

Textbook: _____ Publisher: _____

Content Area: _____

Grade Level Reviewed: _____

SECTION 1: GENERAL INVENTORY AND OVERVIEW

Does the instructional material contain these components?		Present?
a.	Student Edition	<input type="checkbox"/>
b.	Teacher Edition	<input type="checkbox"/>
c.	Textbook on CD-ROM	<input type="checkbox"/>
d.	Student Workbooks (consumable)	<input type="checkbox"/>
e.	Assessment Guides	<input type="checkbox"/>
f.	Computer Test Generator or Test Question Bank	<input type="checkbox"/>
g.	Visuals to Illustrate Concepts on Transparencies	<input type="checkbox"/>
h.	Visuals to Illustrate Concepts on CD-ROM	<input type="checkbox"/>
i.	Materials for Activities	<input type="checkbox"/>
j.	Instructional Videos or CD-ROM	<input type="checkbox"/>
k.	Web-Based Resources	<input type="checkbox"/>
l.	Other:	<input type="checkbox"/>
m.	Other:	<input type="checkbox"/>
n.	Other:	<input type="checkbox"/>
Comments:		

Based on school/classroom needs, score the rest of the report using the following rubric:

0=No Evidence	1=Little Evidence	2=Moderate Evidence	3=Overwhelming Evidence
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SECTION 2: CONTENT

In this unit, are the standards addressed comprehensively to lead students to mastery?	Score
The standards are clearly identified in each unit of study	
The unit identifies the academic language, the skills, the concepts, implicit in each standard addressed	
The outcomes and goals are identified to students	
The key standards are covered in depth	
The content in the textbook can be used as an adequate reference for students	
Comments:	
Is the key vocabulary adequately addressed?	Score
The essential vocabulary in the instructional material is clearly aligned with the vocabulary in the state standards and framework	
The essential vocabulary is clearly indicated for the students	
The definitions are easy for students to understand	
The vocabulary words are referenced and easy to find within the text, glossary, and index	
The vocabulary instruction supports the learning of key concepts	
Comments:	
Do the charts, graphs, diagrams, and pictures appropriately and adequately support the teaching of the identified standard(s)?	Score
The book regularly asks students to read, interpret, and create diagrams, charts, and graphs	
The charts, graphs, diagrams, and pictures are well constructed and clear	
The charts, graphs, diagrams, and pictures adequately support student understanding of content standards	
Comments:	

0=No Evidence 1=Little Evidence 2=Moderate Evidence 3=Overwhelming Evidence

SECTION 3: ASSESSMENT

Do the materials offer multiple measures to assess student mastery of the content standards?	Score
Various types of assessments, such as short-answer, essay, project options, portfolio use, and open-ended types are provided and aligned with learning goals and modes of instruction	
High quality multiple-choice items, formatted like state assessments (ISAT) are provided	
Assessments measure higher-order thinking skills and competencies	
Performance assessments are provided to assess scientific process skills	
There are assessments for individuals, pairs, and groups	
Comments:	
Do the materials provide assessments that measure the extent of students' prior knowledge and skills?	Score
Strategies and materials for assessing student prior knowledge are utilized	
Instructional materials provide suggestions for dealing with commonly held student misconceptions	
Comments:	
Do the materials provide assessments that measure the progress of students toward mastery of the content standards (formative assessment)?	Score
Formative strategies and materials for measuring student progress are utilized	
Students are provided opportunities and strategies to self-assess and reflect on their progress	
Comments:	

Do the assessments provide the information teachers need to make good instructional decisions?	Score
The assessments provide sufficient information to determine appropriate interventions and/or remediation to meet students' needs	
Rubrics are provided for grading projects and lab write-ups	
The assessments provide specific information regarding the progress and needs of English Learners	
The assessments provide specific information regarding the progress and needs of students with disabilities	
Comments:	

0=No Evidence 1=Little Evidence 2=Moderate Evidence 3=Overwhelming Evidence

SECTION 4: LESSON DESIGN AND INSTRUCTIONAL STRATEGIES

Does the program provide suggestions for effective instructional strategies?		Score
Instructional materials guide teachers in using models that provide students with opportunities to engage with HOTS		
The instructional materials suggest a variety of effective teaching strategies (including inquiry, group work, demonstration and manipulative work, question and discussion, and so forth) to meet the needs of all students		
Instructional strategies and resources include “extended activities” to reinforce/enrich the learning for all students		
A range of differentiated instructional strategies are included		
Research based instructional strategies for the development of academic language are included within the instructional unit (analogies, graphic organizers, concept wheel, semantic work maps, and so forth)		
Comments:		
Do the instructional materials move students towards mastery?		Score
The materials are flexible enough to allow teachers to design units and use strategies to meet the needs of their students		
A sufficient number of appropriate activities that support student mastery of the learning objectives are included		
There are ample materials for meaningful independent student work		
Multiple ways for reviewing concepts are present		
Continued practice items are useful and well written		
Comments:		

0=No Evidence 1=Little Evidence 2=Moderate Evidence 3=Overwhelming Evidence

SECTION 5: PROGRAM ORGANIZATION AND SUPPORT

Does the teacher edition provide adequate resources?	Score
Teacher edition includes ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials	
Teacher edition contains full, adult-level explanations and examples of the more advanced concepts, principles, and theories than those that appear in the lesson	
A checklist of program lessons in the teacher edition, with cross references to the standards covered	
Specific outcomes and goals are stated within the teacher's edition	
Comments:	
Does the material provide time options and pacing guides for instruction?	Score
Material included in each instructional unit contains an appropriate pacing guide that allows for student mastery of the standards	
Ancillary teaching materials contain appropriate, alternative pacing guides that accommodate limited instruction time	
Comments:	

Are the materials and the textbook accessible by all students?	Score
Instructional material includes activities/tools for the development of academic vocabulary and language	
Reading strategies are provided for each section	
Uses "considerate text" design principles, such as headings, introductory paragraphs, summary paragraphs, clear topic sentences, typographical aides, visuals, and key questions	
The reading level of the text is appropriate	
The materials are culturally relevant to the students	
The visual layout of textbook pages are appealing to students	
"Hooks" that appeal to the interests of urban youth are utilized	
Comments:	