

**Hanover Township Public Schools
Director of Curriculum and Instruction**

Review of Instructional Materials

Each teacher should complete one form per textbook reviewed. The information detailed in the “**Criteria to Guide the Selection of Textbook and Learning Materials**” serves as a guide in the review of:

<hr/> Title	<hr/> Grade Level
<hr/> Publisher	<hr/> Copyright Date
<u>Criteria</u>	<u>Rating</u>
1. Are materials “considerate” to the student and user friendly?	1 2 3 4 5 6 7 8 9 10
2. Is there a high quality of writing?	1 2 3 4 5 6 7 8 9 10
3. Is there a “fit” with the curriculum New Jersey Learning Standards, CCSS with key outcomes, skills goals, ideas and themes?	1 2 3 4 5 6 7 8 9 10
4. Are materials accurate?	1 2 3 4 5 6 7 8 9 10
5. Are skills taught through the materials?	1 2 3 4 5 6 7 8 9 10
6. Are the graphics integrated into the teaching of facts, ideas and skills?	1 2 3 4 5 6 7 8 9 10
7. Are the materials organized for learning?	1 2 3 4 5 6 7 8 9 10
8. Are teacher’s edition and ancillary materials provided that are helpful for use in instruction?	1 2 3 4 5 6 7 8 9 10
9. Is the material representative of diverse multi-cultural society?	1 2 3 4 5 6 7 8 9 10
List specific examples (page and/or quote) of language within the text that a student or parent may consider as having an offensive overtone.	
<hr/> <hr/>	
Additional thoughts and comments in reaction to the product: _____	
<hr/>	
<hr/> Name of Reviewer	<hr/> Date of Review

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**Criteria to Guide the Selection of
Textbooks and Learning Materials**

The following is a list of 9 criteria, which serve as guidelines for educators in the process of selecting textbooks and other curriculum materials.

Also please consider the additional list of criteria developed to review textbooks and learning material for evidence of appropriate attention to affirmative action areas of concern.

Separate worksheets are available for each text to be reviewed. The criteria, without the explanation, are listed for your response.

Criteria Number 1. Are the materials “considerate” to the student and user friendly?

- Is information “chunked”, making comprehension easier?
- Are there “advanced organizers” to help the reader focus on major ideas in advance of reading?
- Is their cohesiveness to the material that makes it easy to use and read?
- Are the materials integrated, clear, and easily understood?
- Is the presentation of information and directions on a page well organized and uncluttered?

Non-Considerate,
Non-User Friendly

Extremely Considerate,
User Friendly

1 2 3 4 5 6 7 8 9 10

Criteria Number 2. Is there a high quality of writing?

- Is the writing clear and understandable?
- Are there connectors?
- Are there repeated references to similar ideas, themes, and events?
- Are there analogies to increase understanding?
- Are interesting examples included?
- Are there varied interpretations of theoretical ideas?
- Is there a “natural” vocabulary?
- Is there conflict, controversy?
- Is the writing interesting, motivating and aesthetically pleasing?
- Is the writing age and grade appropriate?

Very Poor
Writing

Very High
Quality Writing

1 2 3 4 5 6 7 8 9 10

Criteria Number 3. Is there a “fit” with the curriculum, New Jersey Learning Standards/CCSS -with key outcomes, skill, goals, ideas and themes?

- Can the materials be used to support the existing curriculum and the core curriculum content standards?
- Can the materials be adapted when necessary?

Very Low
Curriculum Fit

Very High
Curriculum Fit

1 2 3 4 5 6 7 8 9 10

Criteria Number 4. Are the materials accurate?

- Is information presented in an accurate way?
- When opinions and interpretations are given, is this noted?
- Are varied interpretations included when there are differences of opinion?

Low Degree of
Accuracy

Very High
Accuracy

1 2 3 4 5 6 7 8 9 10

Criteria Number 5. Are skills taught through the materials?

- Do the materials indicate how and when skills are to be learned?
- Do questions and activities promote the development of skills such as graph and chart reading, study, vocabulary and thinking?

Low Degree of
Skill Development

High Degree of
Skill Development

1 2 3 4 5 6 7 8 9 10

Criteria Number 6. Are the graphics integrated into the teaching of facts, ideas and skills?

- Do pictures have close relationship to substance of materials?
- Do graphs and charts reflect important information that supplements and supports the materials?
- Are there cartoons and illustrations that are related to learning the material?

Low Graphic
Integration

High Graphic
Integration

1 2 3 4 5 6 7 8 9 10

Criteria Number 7. Are the materials organized for learning?

Do the materials incorporate and interpret such things as:

- Clear headings
- Objectives related to the material
- Appropriate, varied questions
- Appropriate, interesting activities
- Clear directions
- Variety of tasks aimed at different learning style and multiple intelligences
- Activities that can be used for learners at different levels

Poorly
Organized

Very Well
Organized

1 2 3 4 5 6 7 8 9 10

Criteria Number 8. Are teacher's edition and ancillary materials, and online materials provided that are helpful for use in instruction?

Do the materials also come with:

- Appropriate online materials and components that are user friendly.
- Appropriate and helpful assessment instruments, including performances and portfolios
- A teacher's guide, with useful teaching strategies and ideas
- Materials that are helpful for individualizing instruction

No Ancillary Materials
That Are Helpful

Extremely Helpful
Ancillary Materials

1 2 3 4 5 6 7 8 9 10

Criteria Number 9. Is the material representative of a diverse multi-cultural society?

- Do the materials depict diversity in a balanced and appropriate way?
- Do the materials portray and present issues related to equity in appropriate ways?

Little Acknowledgement of Diversity
and Multi-cultural issues

High and appropriate
sensitivity to diversity
and Multi –cultural issues noted.

1 2 3 4 5 6 7 8 9 10