

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

A. TEXTBOOK ADOPTION EVALUATION/ADMINISTRATIVE PROCEDURES

Definitions

A *textbook* is one required for use by students and which provides 50% or more of the information upon which the program of instruction is based in a course of study. All textbooks must be approved by the Board of Education.

An appropriate *readability level* of a text is one which is suitable for the students to use in the grade and ability level for which it is intended.

Procedures

1. All texts used as a regular part of instruction must be adopted by the Board of Education prior to purchase.
2. The Director of Curriculum and Instruction will insure that each new text proposed for purchase shall be evaluated in the following manner:
 - a. Teacher representation must be involved in the selection.
 - b. A defined and articulated curriculum must be used as the basis for evaluating alignment of the textbook.
 - c. A wide review of textbooks and alternative materials must precede the recommendation.
 - d. An appropriate adoption instrument must be completed and submitted to the building administrator prior to being submitted to the Director of Curriculum.
 - e. Piloting of materials is strongly recommended.
 - f. Recommendations should be communicated to all involved staff.
 - g. The Board of Education retains final approval authority.
3. Text required by an external program (i.e. Advanced Placement, tech prep) will be exempt from the evaluation process, but will be brought before the Board for adoption.

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

B. TEXTBOOK ADOPTION/EVALUATION FORM

Person submitting _____ Date: _____

Department or committee members: _____

Grade levels or high school course(s) in which text will be used: _____

This text is (check one):

- a. A replacement for existing text _____
- b. A new text for new or revised course _____
- c. A text required by an external program (Advanced placement, tech prep) _____

Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed text):

Proposed Text:

- a. Title: _____
- b. Author(s) full name: _____
- c. Publisher (name and location): _____
- d. Copyright date: _____

Current Text:

- a. Title: _____
- b. Author(s) full name: _____
- c. Publisher (name and location): _____
- d. Copyright date: _____

Text used at previous grade level/building or course (title, publisher, copyright, edition):

Text used at next level or course (title, publisher, copyright, edition):

Titles of other texts considered: _____

Cost of text: _____ # of student copies _____ Amount Requested: _____

Submitted to Building Administrator for review: _____

Administrator Signature Date

Submitted to Director of Curriculum for review: _____

Director of Curriculum Signature Date

**GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut**

TEXTBOOK ADOPTION/EVALUATION FORM

Directions: For each question, rate the question from a low of 1 point to a high of 3 points.

Example:	1	2	3	N/A
	Little or	To some	Great	Not
	no extent	extent	extent	Applicable

I. Alignment with Curriculum, Instruction and Assessment Needs

- | | | | | |
|--|---|---|---|-----|
| 1. To what extent does the content of the text align with the curriculum? | 1 | 2 | 3 | N/A |
| 2. To what extent does the instructional support align with recommended instructional practices in the curriculum guide? | 1 | 2 | 3 | N/A |
| 3. To what extent does the content of the text provide assessment opportunities that align with recommended assessment practices? | 1 | 2 | 3 | N/A |
| 4. To what extent does the text clearly and accurately develop, sequence and present essential concepts, generalizations, and relationships? | 1 | 2 | 3 | N/A |
| 5. To what extent does the text offer practice opportunities, remediation, and enrichment? | 1 | 2 | 3 | N/A |
| 6. To what extent is this text developmentally appropriate to the interests and cognitive levels of the intended students? | 1 | 2 | 3 | N/A |
| 7. To what extent does this text build on text used at a previous level? | 1 | 2 | 3 | N/A |
| 8. To what extent does this text support text used at the next level? | 1 | 2 | 3 | N/A |

Comments: _____

II. Structure of Text

1. To what extent does the text promote comprehension, and provide students with a way to organize new information, recall important concepts, facts, and generalizations?	1	2	3	N/A
2. To what extent are learning outcomes specifically identified in the text?	1	2	3	N/A
3. To what extent does the text present useful charts, illustrations maps, graphs and tables to support and extend text concepts?	1	2	3	N/A
4. To what extent do the headings and subheadings indicate the content that follows?	1	2	3	N/A
5. To what extent do the chapters have an introduction and summary?	1	2	3	N/A
6. To what extent does each lesson, chapter and unit contain a clear, explicit main idea?	1	2	3	N/A
7. To what extent does the text have glossary references which give easily understood definitions for the difficult words in the text?	1	2	3	N/A
8. To what extent are important and difficult words, concepts, and terms explained in context or signaled for the reader?	1	2	3	N/A
9. To what extent do sentences vary in length and structure?	1	2	3	N/A
10. To what extent are the directions for students or teachers clear and complete?	1	2	3	N/A
11. To what extent is the table of contents and subject index a useful and easy-to-use learning tool for the student?	1	2	3	N/A

Comments: _____

III. Instructional Support

- | | | | | | |
|----|---|---|---|---|-----|
| 1. | To what extent do the teacher's manual and supporting materials and resources provide useful and appropriate instructional support? | 1 | 2 | 3 | N/A |
| 2. | To what extent does the text have supplementary resources and learning aides such as technology and media? | 1 | 2 | 3 | N/A |
| 3. | To what extent are supplementary resources incorporated to reinforce major concepts and challenge students? | 1 | 2 | 3 | N/A |
| 4. | To what extent does the text require annual expenditures to replenish supplementary resources? | 1 | 2 | 3 | N/A |
| 5. | To what extent does the text coordinate with existing resources and teaching aides (e.g. graphing calculators)? | 1 | 2 | 3 | N/A |

Comments: _____

IV. Equity and Human Rights

- | | | | | | |
|----|--|---|---|---|-----|
| 1. | To what extent are both genders fairly represented in the text and illustrations? | 1 | 2 | 3 | N/A |
| 2. | To what extent are various cultural, ethnic religious and socioeconomic groups, past and present, accurately and fairly presented? | 1 | 2 | 3 | N/A |
| 3. | To what extent are racial, sexual, religious, and ethnic stereotypes avoided? | 1 | 2 | 3 | N/A |
| 4. | To what extent are all sides of controversial issues treated fairly and objectively? | 1 | 2 | 3 | N/A |

Comments: _____
