

## **CLOVIS UNIFIED SCHOOL DISTRICT**

### **INSTRUCTION**

Instructional Materials and Equipment

### **SELECTION, EVALUATION, AND ADOPTION OF TEXTBOOKS**

#### TEXTBOOK ASSESSMENT FORM

The Textbook Assessment Form is set forth on the following pages.

Amended: 01/1990, 06/21/1995, 07/19/2006, 04/29/2009, 02/06/2023 (EXH 3301(2)  
renumbered as EXH 6161.1(2), amendment effective 01/01/2022)

Doc# 46398-4 (01/2023, None)



EXHIBIT NO. 6161.1(2)  
TEXTBOOK ASSESSMENT FORM

Please rate the textbook being recommended against each of the following desirable qualities according to the following scale.

- |   |   |           |
|---|---|-----------|
| 1 | = | Excellent |
| 2 | = | Good      |
| 3 | = | Fair      |
| 4 | = | Poor      |

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. <u>Course of Study</u> – The textbook aligns to California Content Standards and outline for the course of study.   | 1 | 2 | 3 | 4 |
| 2. <u>Appropriate Readability</u> – The materials are at the appropriate instructional level for students who will take the course. Materials provide support for students who are not reading on grade level. Materials are accessible to all students.                   | 1 | 2 | 3 | 4 |
| 3. <u>Emphasis on Critical Thinking</u> – The instructional materials require critical thinking, sense-making and application. The materials discourage a primary focus on rote memorization.  | 1 | 2 | 3 | 4 |
| 4. <u>Effective Student Learning Opportunities</u> – Students are given a variety of opportunities to practice, apply, extend, and reflect on their learning. Opportunities might include formative assessments, closure activities, independent reflection, and practice. | 1 | 2 | 3 | 4 |
| 5. <u>Learning Progression</u> – The instructional materials maintain a clear progression of content and standards. Students use and build upon concepts from previous learning to negotiate new ideas.  | 1 | 2 | 3 | 4 |
| 6. <u>Appropriate Pacing</u> – Pacing guidance provided by the curriculum is flexible and realistic, allowing for coverage of all grade-level content.   | 1 | 2 | 3 | 4 |
| 7. <u>Clarity</u> – Abstract concepts are presented in a clear, unbiased, and understandable manner. Proper spelling and grammar are used. .   | 1 | 2 | 3 | 4 |
| 8. <u>Effectiveness of Graphics</u> – The instructional material is presented in a way that is inviting to students (e.g., the print size is appropriate; pages are not cluttered; headings, subheadings, and illustrations are clear).                                    | 1 | 2 | 3 | 4 |
| 9. <u>Vocabulary</u> – The meaning of each difficult word is addressed within each chapter and/or in a glossary.   | 1 | 2 | 3 | 4 |
| 10. <u>Teaching Practices</u> – The instructional materials support the use of research-based best instructional practices (e.g., academic discourse, spiraling of content, problem-based learning, inquiry, cooperative learning structures, close reading protocols).    | 1 | 2 | 3 | 4 |

- |  |   |   |   |   |
|--|---|---|---|---|
| 11. <u>Learning Versatility</u> – The instructional materials include resources that will help English Learners and students below grade level develop their reading and writing skills, as well as content understanding (including appropriate scaffolding). Extension opportunities are provided for students who need additional challenges. | 1 | 2 | 3 | 4 |
| 12. <u>Cultural Diversity</u> – The materials consistently include representations of people from different cultures and groups and presentations of diverse perspectives representing student populations.  | 1 | 2 | 3 | 4 |
| 13. <u>Effective Companion Materials</u> – eBooks, digital supports, assessment resources, additional print materials, and/or curriculum-based videos are available and successfully reinforce, support and extend the material for students at different levels.  | 1 | 2 | 3 | 4 |
| 14. <u>Quality Teacher’s Guide</u> – The teacher’s guide is helpful for planning and delivering instruction. It includes questioning and discussion support, as well as robust and comprehensive strategies to help differentiate instruction for learners with diverse needs.   | 1 | 2 | 3 | 4 |
| 15. <u>Cost Effectiveness</u> – The price is in line with its quality and usefulness.  | 1 | 2 | 3 | 4 |

COMMENTS: \_\_\_\_\_

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Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_