TEXTBOOK EVALUATION CHECKLIST

By

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| **Textbook:** | **Excellent** | **Good** | **Adequate** | **Poor** | **Totally Lacking** | **Mandatory** | **Optional** | **Not Applicable** |
| 1. **Content -25 pts.** | | | | | | | | |
| i. Is the subject matter presented either topically or functionally in a logical, organized manner? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iii. Are the reading selections authentic pieces of language? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** |  |  |  |  |  |  |  |  |

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| 1. **Vocabulary and Grammar - 25 pts.** | | | | | | | | |
| i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| v. Are students taught top-down techniques for learning new vocabulary words? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| 1. **Exercises and Activities – 25 pts.** | | | | | | | | |
| i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| ii. Do instructions in the textbook tell students to read for comprehension | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iii. Are top-down and bottom-up reading strategies used? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| v. Do the activities facilitate students’ use of grammar rules by creating situations in which these rules are needed? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| vii. Do the exercises promote critical thinking of the text? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| 1. **Attractiveness of the Text and Physical Make-up – 25 pts.** | | | | | | | | |
| i. Is the cover of the book appealing? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| ii. Is the visual imagery of high aesthetic quality? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |
| iv. Is the text interesting enough that students will enjoy reading it? | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ***Comment:*** | | | | | | | | |

***Those of you who are in an EFL setting right now I would like you reflect on these questions briefly under “Content” section.***

1. Does the book have “international” perspectives, such as examples, names, and characters in the book? Or is it “Western”?

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1. Does the book have “international” perspectives, such as examples, names, and characters in the book? Or is it “Western”?

2. How is the “native culture” of the ELLs represented?