

## Text Book and Curriculum Analysis Form

### A. Evaluation Committee: Review Team

Department \_\_\_\_\_ Senior. Teacher \_\_\_\_\_  
 Department Members reviewing \_\_\_\_\_  
 Title IX Officer \_\_\_\_\_ Special Ed Teacher(s) \_\_\_\_\_  
 Parent(s). \_\_\_\_\_ Student(s) \_\_\_\_\_  
 Dates of Review \_\_\_\_\_ Date of Completion and Recommendation, \_\_\_\_\_  
 Name of Text \_\_\_\_\_ Author \_\_\_\_\_  
 Year Published \_\_\_\_\_ ISBN \_\_\_\_\_ Reading Level \_\_\_\_\_  
 Title of Academic/Voc Course \_\_\_\_\_ Level \_\_\_\_\_ Total Score \_\_\_\_\_

### B. Instructional Categories [see detailed criteria]

#### Ratings

	0-1 (poor)	1.5 (fair)	2 (satisfactory)	2.5 (very good)	3 (Excellent)
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#### I. Providing a Sense of Purpose

1.1 Conveying unit purpose	—	—	—	—	—
13. Conveying lesson purpose	—	—	—	—	—
1-3 Justifying activity sequence	—	—	—	—	—

#### II. Taking Account of Student Ideas

2.1 Attending to prerequisite knowledge and skills	—	—	—	—	—
2.2 Alerting teacher to commonly held student ideas	—	—	—	—	—
2.3 Assisting teacher in identifying own students' ideas	—	—	—	—	—
2.4 Addressing commonly held ideas	—	—	—	—	—

#### III. Engaging Students with Relevant Experiences

3.1 Providing variety of examples	—	—	—	—	—
3.2 Providing vivid experiences	—	—	—	—	—

#### IV. Developing and Using Ideas

4.1 Introducing terms meaningfully	—	—	—	—	—
4.2 Representing ideas effectively	—	—	—	—	—
43 Demonstrating use of knowledge	—	—	—	—	—
4.4 Providing practice	—	—	—	—	—

#### V. Promoting Student Thinking About Experiences and Knowledge

5.1 Encouraging students to explain their ideas	—	—	—	—	—
5.2 Guiding student interpretation and reasoning	—	—	—	—	—
5.3 Encouraging students to think about what they've Learned	—	—	—	—	—

#### VI. Assessing Progress

6.1 Aligning assessment to goals	—	—	—	—	—
62 Testing for understanding	—	—	—	—	—
63 Using assessment to inform instruction	—	—	—	—	—

#### VII. Enhancing the Learning Environment

7.1 Providing teacher content support	—	—	—	—	—
7.2 Encouraging curiosity and questioning	—	—	—	—	—
7.3 Supporting all students	—	—	—	—	—

**C. Recommendations forwarded to Principal and School Committee**

Senior Teacher Name \_\_\_\_\_ Signature \_\_\_\_\_

Evaluation Team Members

<u>NAME</u>	<u>POSITION</u>	<u>RECOMMENDATION – Y/N</u>
_____	Senior Teacher	_____
_____	Title IX Officer	_____
_____	Special Ed Teacher	_____
_____	Parent	_____
_____	Parent	_____
_____	Parent	_____
_____	Parent	_____
_____	Student	_____
_____	Student	_____

**D. Adoption Approved by:**

yes

no

Date \_\_\_\_\_

Principal and/or Superintendent

\_\_\_\_\_

(signature)

School Committee Chairperson

\_\_\_\_\_

(signature)

\_\_\_\_\_

(signature)

Criteria for Evaluating the Quality of Instructional Support  
Category I. Providing a Sense of Purpose

- 1.1 Conveying unit purpose. Does the material convey an overall sense of purpose and direction that is understandable and motivating to students?
1. A problem, question, representation (or otherwise identified purpose) is presented to students.
  2. The problem, question, representation (or otherwise identified purpose) is likely to be comprehensible to students.
  3. The problem, question, representation (or otherwise identified purpose) is likely to be interesting and/or motivating to students.
  4. Students are given an opportunity to think about and discuss the problem, question, representation (or otherwise identified purpose).
  5. Most lessons are consistent with the stated purpose and those that are not are explicitly labeled as digressions.
  6. The material returns to the stated purpose at the end of the unit.
- 1.2 Conveying lesson purpose. Does the material convey the purpose of each lesson and its relationship to others?
1. The material conveys or prompts teachers to convey the purpose of the activity to students.
  2. The purpose is expressed in a way that is likely to be comprehensible to students.
  3. The material encourages each student to think about the purpose of the activity.
  4. The material conveys or prompts teachers to convey to students how the activity relates to the unit purpose.
- 1.3 Justifying activity sequence. Does the material involve students in a logical or strategic sequence of activities (versus just a collection of activities)?
1. The material provides a rationale for a logical or strategic sequence of activities.
  2. The sequence of activities reflects the stated rationale.
  3. If no rationale for a logical or strategic sequence of activities is provided, the reviewer can readily infer one.
- II.1 Attending to prerequisite knowledge and skills: Does the material specify prerequisite knowledge/skills that are necessary to the learning?
1. The material alerts the teacher to specific prerequisite ideas or skills (versus stating only prerequisite topics or terms).
  2. The material alerts teachers to a considerable proportion of prerequisites identified by the reviewer.
  3. The material addresses prerequisites in the same unit or in earlier units (in the same or other grades). [The material should not be held accountable for addressing prerequisites from an earlier grade range. However, if a material does address such prerequisites they should count as evidence for this indicator.]
  4. If the material addresses prerequisites in earlier units, it points explicitly to these units.
  5. The material makes connections between ideas treated in a particular unit and their prerequisites (even if the prerequisites are addressed elsewhere).

- 11.2 Alerting teacher to commonly held student ideas: Does the material alert teachers to commonly held student ideas (both troublesome and helpful)?
1. The material accurately presents specific commonly held ideas that are relevant and have appeared in scholarly publications (rather than just stating that students have difficulties with particular ideas or topics).
  2. The material clarifies/explains commonly held ideas.
- 11.3 Assisting teacher in identifying own students' ideas: Does the material include suggestions for teachers to find out what their students think about familiar phenomena related to a benchmark before ideas are introduced?
1. The material includes specific questions or tasks that could be used by teachers to identify student ideas.
  2. The questions/tasks are likely to be comprehensible to students who have not studied the topic and are not familiar with the vocabulary.
  3. The questions/tasks are identified as serving the purpose of identifying students' ideas.
  4. The material includes questions/tasks that ask students to make predictions and/or give explanations of phenomena (vs. focus primarily on identifying students' meaning for terms).
  5. The material suggests how teachers can probe beneath students' initial responses to questions or interpret student responses (e.g., by providing annotated samples of student work).
- 11.4 Addressing commonly held ideas: Does the material attempt to address commonly held student ideas?
1. The material explicitly addresses commonly held ideas.
  2. The material includes questions, tasks, or activities that are likely to help students progress from their initial ideas.
    - a. explicitly challenging students' ideas, for example, by comparing their predictions about a phenomenon to what actually happens.
    - b. prompting students to contrast commonly held ideas and the correct ideas, and resolve differences between them.
    - c. extending correct commonly held ideas that have limited scope.
  3. The material includes suggestions to teachers about how to take into account their own students' ideas.
- 11.1.1 Providing variety of phenomena: Does the material provide multiple and varied phenomena and examples?
1. Phenomena and examples are "right on target" in addressing the content.
  2. Phenomena and examples are explicitly linked to the relevant benchmark.
- 11.1.2 Providing vivid experiences: Does the material include activities that provide firsthand experiences with phenomena when practical or provide students with a vicarious sense of the phenomena when not practical?
1. Each firsthand experience is efficient (when compared to other firsthand experiences) and, if several firsthand experiences target the same idea, the set of firsthand experiences is efficient (Efficiency of an experience: cost of the experience [in time and money] in relation to its value.)

2. The experiences that are *not* firsthand (e.g., text, pictures, video) provide students with a vicarious sense of the phenomena. (Please note that if the material provides only firsthand experiences, this indicator is not applicable.)
3. The set of firsthand and vicarious experiences is sufficient.

Criteria for Evaluating the Quality of Instructional Support  
Category IV: Developing and Using Ideas

- IV.1 Introducing terms meaningfully. Does the material introduce terms only in conjunction with experience with the idea or process and only as needed to facilitate thinking and promote effective communication?
1. The material links terms to relevant experiences (rather than just having students learn definitions of terms).
  2. The material restricts the use of terms to those needed to communicate intelligibly about benchmark ideas.
- IV.2 Representing ideas effectively. Does the material include accurate and comprehensible representations of ideas?
1. Representation is accurate (or, if not accurate then students are asked to critique the representation).
  2. Representation is likely to be comprehensible to students.
  3. Representation is explicitly linked to the real thing.
- IV.3 Demonstrating use of knowledge. Does the material demonstrate/model or include suggestions for teachers on how to demonstrate/model skills or the *use* of knowledge?
1. The material consistently carries out (or instructs teachers to carry out) the expected performance.
  2. The performance is explicitly identified as demonstration of the use of knowledge or skill.
  3. The material provides running commentary that points to particular aspects of the demonstration and/or criteria for judging the quality of a performance.
- IV.4 Providing practice. Does the material provide tasks/questions for students to practice skills or using knowledge in a variety of situations?
1. The material provides a sufficient number of tasks in a variety of contexts, including everyday contexts.
  2. The material includes novel tasks.
  3. The material provides a sequence of questions or tasks in which the complexity is progressively increased.
  4. The material provides students first with opportunities for guided practice with feedback and then with practice in which the amount of support is gradually decreased.

Criteria for Evaluating the Quality of Instructional Support  
Category V: Promoting Student Thinking about  
Phenomena, Experiences, and Knowledge

- V.1 Encouraging students to explain their ideas. Does the material routinely include suggestions for having each student express, clarify, justify, and represent his/her ideas? Are suggestions made for when and how students will get feedback from peers and the teacher?
1. The material routinely encourages students to express their ideas.
  2. The material encourages students not only to express but also to clarify, justify, and represent ideas.
  3. The material provides opportunities for each student to express ideas.
  4. The material includes specific suggestions to help the teacher provide explicit feedback to students or includes text that directly provides students with feedback.
  5. The material includes suggestions to diagnose student errors, explanations about how these errors may be corrected, and how students' ideas may be further developed.
- V.2 Guiding student interpretation and reasoning: Does the material include tasks and/or question sequences to guide student interpretation and reasoning about experiences with phenomena and readings?
1. The material includes specific and relevant tasks and/or questions for the experience or reading.
  2. The questions or tasks have helpful characteristics such as
    - a. framing important issues
    - b. helping students to make connections between their own ideas and the presented ideas.
    - c. anticipating common student misconceptions
    - d. focusing on contrasts between student misconceptions and alternatives (please note that high quality tasks or question sequences may have one or more of these characteristics.)
  3. There are scaffolded sequences of questions or tasks (as opposed to a separate question(s) or task(s)).
- V.3 Encouraging students to think about what they've learned. Does the material suggest ways to have students check their own progress?
1. The material gives students an opportunity to revise their initial ideas based on what they have learned (without asking them *explicitly* to *think about* how their ideas changed).
  2. The material engages (or provides specific suggestions for teachers to engage) students in monitoring *how* their ideas have changed at one or few points in the unit
  3. The material engages (or provides specific suggestions for teachers to engage) students in monitoring how their ideas have changed periodically in the unit.

Criteria for Evaluating the Quality of Instructional Support  
Category VI: Assessing Progress

- VI.1** Aligning assessment to goals. Assuming a content match between the curriculum material and the objectives, are assessment items included that match the same objectives?
1. The specific ideas in the objectives are necessary in order to respond to the assessment items.
  2. The specific ideas in the objectives are sufficient to respond to the assessment items.
- VI.2** Testing for understanding. Does the material include assessment tasks that require application of ideas, like using a formula or repeating a memorized term without understanding?
1. Assessment items focus on understanding of ideas.
  2. Assessment items include both familiar and novel tasks.
- VI.3** Using assessment to inform instruction. Are some assessments embedded in the curriculum along the way, with advice to teachers as to how they might use the results to choose or modify activities?
1. The material uses embedded assessment as a routine strategy?
  2. The material suggests how to probe beyond students' initial responses to clarify and further understand student answers.
  3. The material provides specific suggestions to teachers about how to use the information from the embedded assessments to make instructional decisions about what ideas need to be addressed by further activities.

Criteria for Evaluating the Quality of Instructional Support  
Category VII: Enhancing the Learning Environment

- VII.1** Providing teacher content support. Would the material help teachers improve their understanding for teaching the material?
1. Alerts teachers to how ideas have been simplified.
  2. Provides sufficiently detailed answers.
  3. Recommends resources for improving teacher's understanding of ideas.
- VII.2** Encouraging curiosity and questioning. Does the material help teachers to create a classroom environment that welcomes student curiosity, rewards creativity, encourages a spirit of healthy questioning, and avoids dogmatism?
1. Includes suggestions for how to encourage student questions and guide their search for answers or for how to avoid dogmatism, etc.
  2. Provides examples of classroom interactions—e.g., dialogue boxes, vignettes, or video clips—that illustrate appropriate ways to respond to student questions or ideas, etc.

VII.3 Supporting all students. Does the material help teachers to create classroom community that encourages high expectations for all students, that enables all students to experience success, and that provides all students a feeling of belonging.

1. The material avoids stereotypes or language that might be offensive to a particular group.
2. The material illustrates the contribution of women and minorities and brings in role models.
3. The material suggests **alternative formats** for students to express their ideas during instruction and assessment,
4. The material includes specific suggestions about how teachers can modify activities for students with special needs.
5. The material is neither inappropriate nor does it present simplistic and demeaning generalization on the basis of race, color, sex, religion, national origin, or sexual orientation.