

**EVALUATION OF TEXTBOOK EXHIBIT**

**4511-E**

NAME(S) OF EVALUATOR(S): **BOCES**

SUBJECT: **Earth Science**

GRADE: **9 - 12**

LEVEL: **Regents**

TEXTBOOK TITLE: **Earth Comm**

AUTHORS: **Ann Benbow, Mark Carpenter** EDITION: **2nd**

PUBLISHING CO.: **It's About Time** COPYRIGHT DATE: **2013**

COST PER BOOK: **70.00**

NO. OF BOOKS REQUIRED: **30**

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**I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

- \_\_\_\_\_ 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
  - *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
  - *There should be documentation that reflects how the recommended text meets the identified criteria.*
- \_\_\_\_\_ 2. Was a **TOPIC COMPARISON** employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- \_\_\_\_\_ 3. Was a **CONCEPT TRACE** conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- \_\_\_\_\_ 4. Was a **VERTICAL TRACE** done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- \_\_\_\_\_ 5. Was a **“KID RATING”** employed with this text (grades 6-12)?  
(Attach summary)

**II. A LOOK AT THE TOTAL BOOK**  
(Use a scale of 1 - 5 - 1 low, 5 high)

- \_\_\_\_\_ 1. Is the content as up to date as possible and relevant to your students?
- \_\_\_\_\_ 2. Does the book contain helpful organizational features such as:
- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Table of contents      | <input type="checkbox"/> Index      |
| <input type="checkbox"/> Glossary               | <input type="checkbox"/> Appendices |
| <input type="checkbox"/> Other (specify: _____) |                                     |
- \_\_\_\_\_ 3. Is the book logically and clearly organized?

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- \_\_\_\_\_ 1. Is a helpful introduction provided for each chapter or most chapters?
- \_\_\_\_\_ 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- \_\_\_\_\_ 3. Is there a clearly recognizable pattern for each chapter?

- \_\_\_\_\_4. Is the organizational pattern signaled by:
- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Headings               | <input type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words       | <input type="checkbox"/> Italics    |
| <input type="checkbox"/> Other (specify: _____) |                                     |
- \_\_\_\_\_5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- \_\_\_\_\_6. Does the text suggest activities for students to practice using new concepts or procedures?
- \_\_\_\_\_7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- \_\_\_\_\_8. Are there summaries that clarify?
- \_\_\_\_\_9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- \_\_\_\_\_1. Does the textbook use clear, readable language?  
(The DRP is \_\_\_\_\_.)
- \_\_\_\_\_2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
- \_\_\_\_\_3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
- \_\_\_\_\_4. Is the level of sentence complexity appropriate for your students?
- \_\_\_\_\_5. Does the text stick to the topic and avoid irrelevant details?
- \_\_\_\_\_6. Does the text relate content to students' lives?
- \_\_\_\_\_7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- \_\_\_\_\_8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
2. What are the major strengths of this text?

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007