



Standards-Based Textbook Evaluation Guide

Name of Textbook: _____

Communication

Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)

Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

Directions: Browse the text or ancillary materials for communicative activities that address each of the three standards for communication. Read through the activities and rate them according to the listed criteria, using the scale 0 through 4.

Not at All	Partially			Completely
0	1	2	3	4

Are there opportunities for learners to communicate with each other, a native speaker, or the teacher in the target language in meaningful and authentic situations?	
Are the opportunities for learners to practice interpersonal writing and speaking balanced throughout the text?	
Are the opportunities for learners to practice presentational writing and speaking balanced throughout the text?	
Do the activities include language that is authentic, accurate, and current?	
Are the communicative activities set in a real-world context or represent a real-world task?	
Do the activities allow learners to personalize their responses or provide their own meaning?	
Do the activities allow learners to provide their own form and structure (grammar formation)?	
Are the activities age-appropriate?	
Are the activities developmentally appropriate?	
Are there expanded opportunities for learners to practice listening comprehension?	
Do the text and supplemental materials identify and encourage learners to use strategies that facilitate communication and comprehension?	
Do the activities allow learners to demonstrate or showcase their knowledge of and/or skill in using the target language?	

Total: _____



Cultures

Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

Directions: Browse the text or ancillary materials for sections pertaining to culture. Rate these sections according to the listed criteria, using the scale 0 through 4.

Not at All	Partially			Completely
0	1	2	3	4

Are the visual images and cultural information current and pertinent?	
Are the visual images and cultural information authentic?	
Does the text reflect diversity within the target cultures?	
Are the accents and/or dialects used within the book varied across cultural groups within the target cultures?	
Are a variety of regions/countries where the target language is spoken represented?	
Is the cultural information presented in the target language whenever possible and/or appropriate?	
Are the connections between culture and language emphasized?	
Is the culture embedded in communicative activities and prompts, as well as sections pertaining to grammar?	
Do the text activities associated with cultural images and information invite learner observation, identification, discussion or analysis of cultural practices, products, and perspectives?	
Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, story telling, songs, etc.)?	
Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures?	
Do the images depict different people/cultures who use the target language for communication?	

Total: _____

Connections



Are the materials both age- and developmentally appropriate?	
Does the content engage learners?	
Does the content build upon prior knowledge and provide opportunities for learners to expand knowledge by emphasizing critical thinking skills?	
Do the products provide feedback to learners throughout the activities?	
Are assessments sufficiently rigorous, yet aligned to the capabilities of learners?	
Are the activities and lessons aligned and linked to national and/or state standards?	
Do the text and ancillary materials provide additional resources for learners to expand their knowledge (i.e. resource Web sites)?	
Are sources of information properly cited and identified?	
Is the information current and accurate?	
Do the materials provide easy access to technical support and troubleshooting?	
Are learners able to save data and leave and return to the materials at a later time?	
Can the activities be adapted for both individual practice and whole group instruction?	
Are updates readily available throughout the life of the adoption?	

Total: _____

Comparisons

Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

Directions: Browse the text or ancillary materials to locate sections or activities that present comparisons of the learners' native language and culture and the target language and culture. Rate these sections according to the listed criteria, using the scale 0 through 4.

Not at All
Partially
Completely
0
1
2
3
4

Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the learners' native language and the target language?	
Does the text offer opportunities for learners to demonstrate understanding of the similarities and differences between their native language and the target language studied?	
Are similarities and differences presented between the cultures of speakers of the target language and the learners' own culture?	

Total: _____

Communities

Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.



Directions: Browse the text or ancillary materials to locate sections or activities that suggest the use of the language and understanding of culture outside of the classroom. Rate these sections according to the listed criteria, using the scale 0 through 4.

Not at All
Partially
Completely
0
1
2
3
4

Does the text place emphasis on life long learning by suggesting uses of the target language for personal enrichment and enjoyment?	
Are learners asked and/or encouraged to communicate with speakers of the target language, either face-to-face or facilitated by technology, outside of their own classroom (in conversation, writing, performances, or presentations)?	
Does the text identify professions, careers, or everyday situations which require or are enhanced by proficiency in the target language?	
Does the text present target language/culture projects that involve interacting with members of the local community or using community resources?	
Are learners encouraged or given opportunities to use the language for leisure activities?	
Does the text provide suggestions or activities that allow learners to become active participants in bettering their communities?	
Does the text stress the importance of social justice, equity, and global citizenry?	

Total: _____

General Elements

Directions: Browse the text or ancillary materials to judge integration of the following elements. Rate these sections according to the listed criteria, using the scale 0 through 4.

Not at All
Partially
Completely
0
1
2
3
4

Are the language skills (reading, writing, listening and speaking) balanced and integrated within each lesson?	
Are there opportunities for differentiation and individual goal-setting?	
Does the level of the language remain consistent, developing at an appropriate pace, throughout the text and ancillary materials?	
Are the activities plentiful, as well as useful both to teacher and learner?	
Is the vocabulary presented in functional and/or cultural contexts or clusters?	
Are sections pertaining to grammar contextually embedded within the text?	
Do the activities appeal to learners' interests?	
Are critical thinking skills promoted or embedded in activities?	



Is the organization and layout of the text easy to follow?	
Does the visual layout of the text appeal to learners and support instruction?	

Total: _____

Overall Score: _____

Overall Comments: