

# MAYNARD PUBLIC SCHOOLS



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**Administrative Regulation:**

**#610.1**

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## **Selection Of Instructional Materials**

When reviewing materials for purchase, the attached checklist shall be completed for each textbook/Series/Kit kept.

Once a decision has been made for a purchase:

1. a completed checklist will be submitted to the Superintendent's office where it will be kept on file, and
2. purchase orders will be forwarded to the Business Office for processing.

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Date Approved: 2/15/01

Earlier Version:

Cross Reference: #611

Legal References: M.G.L. 71:48; 71:49; 71:50

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**Textbook/Series/Classroom Kit Approval Form**

The textbook/series/classroom kit indicated below has been selected for use in the Maynard Public School District.

Title of Textbook/Name of Series/Title of Classroom Kit:

Assistant Superintendent for  
Curriculum, Instruction, and Assessment's Approval: \_\_\_\_\_

Principal's Approval: \_\_\_\_\_

Superintendent's Approval: \_\_\_\_\_

# General Criteria For Evaluating Textbook/Series/Kit

**Subject Area:** \_\_\_\_\_

The following criteria are to help you to evaluate instructional materials. Indicate your judgment by circling the appropriate number. Each item must be rated. A separate evaluation sheet is necessary for each set of materials for recommendation.

NOTE. Comments which would add to this evaluation would be appreciated.  
Please use the last page.

EVALUATED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Date for material evaluated: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright Date: \_\_\_\_\_

Reading Level (FRY Readability Formula): \_\_\_\_\_

Cost per item: \_\_\_\_\_

## SUMMARY OF EVALUATION

		Acceptability					M*	NA*
		HIGH	-----			LOW		
I.	Text Format	5	4	3	2	1	0	0
II.	Organization and overall	5	4	3	2	1	0	0
III.	Teacher's Guide	5	4	3	2	1	0	0
IV.	Additional support materials	5	4	3	2	1	0	0
V.	Purchase priority	5	4	3	2	1	0	0

M\* = Missing: Material should have had item but does not.

NA\* = Not applicable

	Acceptability					M*	NA*
	HIGH	-----	-----	-----	LOW		
<b>I. TEXT FORMAT</b>							
1. General Appearance	5	4	3	2	1	0	0
2. Size/color practical for classroom use	5	4	3	2	1	0	0
3. Binding: durability and flexibility	5	4	3	2	1	0	0
4. Quality of paper	5	4	3	2	1	0	0
5. Readability of type	5	4	3	2	1	0	0
6. Appeal of page layouts	5	4	3	2	1	0	0
7. Usefulness of chapter headlines	5	4	3	2	1	0	0
8. Appropriateness of illustrations	5	4	3	2	1	0	0
9. Usefulness of references, index, bibliography, appendix	5	4	3	2	1	0	0
10. Consistency of format	5	4	3	2	1	0	0
<b>II. ORGANIZATION AND OVERALL CONTENT</b>							
1. Currentness of content	5	4	3	2	1	0	0
2. Accuracy of factual content	5	4	3	2	1	0	0
3. Consistency of content	5	4	3	2	1	0	0
4. Clarity/conciseness of explanation	5	4	3	2	1	0	0
5. Unit organization follows logical sequence	5	4	3	2	1	0	0
6. Usefulness of illustrations in enhancing the content	5	4	3	2	1	0	0
7. Consistency of point of view with basic principles of subject area	5	4	3	2	1	0	0
8. Usefulness in furthering the systematic/ sequential program or course of study as related to the Massachusetts Curriculum Frameworks	5	4	3	2	1	0	0
9. Interest appeal - provisions for student differences and backgrounds	5	4	3	2	1	0	0
10. Usefulness in stimulating critical thinking (i.e., problem solving, etc.)	5	4	3	2	1	0	0
11. Usefulness in stimulating students towards self-evaluation and formulation of their own goals	5	4	3	2	1	0	0
12. Usefulness in facilitating lesson planning by the way the material is organized	5	4	3	2	1	0	0
13. Adaptability of content to varied instructional methods	5	4	3	2	1	0	0
14. Adaptability of content to varying abilities of individual students (i.e. vocabulary and reading levels):							
Above average	5	4	3	2	1	0	0
Average	5	4	3	2	1	0	0
Below average	5	4	3	2	1	0	0
15. Adequacy of learning activities:							
Quality	5	4	3	2	1	0	0
Quantity	5	4	3	2	1	0	0
16. Provision for review and maintenance of previously acquired skills	5	4	3	2	1	0	0
17. Provision for measuring student achievement	5	4	3	2	1	0	0
18. Authoritative and well researched - free of propaganda	5	4	3	2	1	0	0
19. Freedom from sexual or racial biases, or discrimination	5	4	3	2	1	0	0
20. Does not create stereotypes, etc. of individuals or groups	5	4	3	2	1	0	0

### III. TEACHERS' GUIDE

1. Easy to use	5	4	3	2	1	0	0
2. Answers provided	5	4	3	2	1	0	0
3. Background information	5	4	3	2	1	0	0
4. Teaching strategies	5	4	3	2	1	0	0
5. Ideas/materials for motivation, follow-up, Extension/multiple intelligences	5	4	3	2	1	0	0
6. Guidelines for evaluation	5	4	3	2	1	0	0
7. Inclusion of teacher script	5	4	3	2	1	0	0
8. Bibliography	5	4	3	2	1	0	0
9. Prompts for writing	5	4	3	2	1	0	0

### IV. ADDITIONAL MATERIALS WHICH SUPPORT THE TEXT (Please list all available components)

1. Workbooks	5	4	3	2	1	0	0
2. Blackline masters	5	4	3	2	1	0	0
3. Assessments	5	4	3	2	1	0	0
4. Technology Aids	5	4	3	2	1	0	0
a. overhead projectors	5	4	3	2	1	0	0
b. audiotapes	5	4	3	2	1	0	0
c. CD-ROMs	5	4	3	2	1	0	0
d. Laser discs	5	4	3	2	1	0	0
e. List others:	5	4	3	2	1	0	0
5. Lab Manuals	5	4	3	2	1	0	0
6. Other:	5	4	3	2	1	0	0

USE THIS SPACE FOR COMMENTS: