

**Victoria Independent School District  
Mathematics Instructional Resource Materials Evaluation Form**

Use the following criteria to evaluate textbooks:

**4** Strongly Agree      **3** Agree      **2** Disagree      **1** Strongly Disagree

<b>Compatibility with TEKS/TAKS Objectives</b>					
A.	Textbook support TEKS objectives	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B.	Questions emphasize complex, higher level thinking skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
C.	Textbook incorporates sample TAKS questions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
D.	Supplemental materials incorporate TAKS questions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</b>					
A.	Materials reflects the racial, ethnic, religious, and cultural diversity of the US	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B.	Material addresses a variety of learning styles	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
C.	Material incorporates alternative assessment practices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
D.	Content integrates other subject areas and provides suggestions for integration	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
E.	Quality of construction (durable binding, quality paper, readable print)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Teacher's Edition</b>					
A.	Teacher's guide contains an answer key, is user friendly, and follows student text	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B.	Resource material suggests uses for ancillary materials, professional reading, or additional resources	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Readability, Vocabulary, and Text Parts</b>					
A.	Material is appropriate for the reading and maturity level of the intended students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B.	Key vocabulary is easy to detect (bold or italicized, listed before/after chapter, defined in text or glossary)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
C.	Glossary and index are understandable and easy to use	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Presentation Format</b>					

A.	Material is well-organized, chronological, and designed by units, categories, topics or sequentially	1	2	3	4
B.	Table of contents is complete and easy to use	1	2	3	4
C.	Concepts are presented logically and skills are sequenced	1	2	3	4
D.	Information is current and accurate	1	2	3	4
E.	Material can be related to other content areas and supports the total instructional program	1	2	3	4
F.	Content and illustrations are objective and appropriate for course	1	2	3	4
G.	Materials promote an appreciation of social and cultural diversity	1	2	3	4
<b>Ancillary Material</b>					
A.	Exercises are related to basic concepts and not “busy work”	1	2	3	4
B.	Directions are clear and easy to follow	1	2	3	4
C.	Practice exercises follow the sequence of skills	1	2	3	4
D.	Enrichment is available for advanced and gifted students	1	2	3	4
E.	Appropriate activities are provided for average and below average students	1	2	3	4
F.	Modifications are available and appropriate for learning disabled students	1	2	3	4
G.	Modifications are available and appropriate for learning disabled students	1	2	3	4
<b>Graphics and Illustrations</b>					
A.	Graphic materials are sufficient in number and appropriate for instruction	1	2	3	4
B.	Illustrations, charts, maps, and graphs are conveniently located, clear, and meaningful	1	2	3	4
C.	Photographs and pictures help clarify the text	1	2	3	4
D.	Graphic materials encourage thinking and problem-solving	1	2	3	4

**TOTAL**\_\_\_\_\_

**Comments or Notations:**