

*Granite Falls School District*  
**Curriculum Adoption Committee**  
**Instructional Materials Evaluation**

Evaluated By \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Subject area \_\_\_\_\_ Grade Level \_\_\_\_\_

Title \_\_\_\_\_

Author (s) \_\_\_\_\_

Publisher \_\_\_\_\_ Copyright \_\_\_\_\_ Edition \_\_\_\_\_

Is this material part of a series?  Yes  No Series grade level \_\_\_\_\_

Title of series \_\_\_\_\_

Each member of the Curriculum Adoption Committee (CAC) is to use the criteria on the following pages to help evaluate basic instructional. Then, each member should summarize the strength of each category on this cover sheet by ranking 5, 4, 3, 2, 1, 0. **Key:** 5=high, 1=low, 0=not present, NA=not applicable. Add the points to assign a total score to the materials.

**SUMMARY OF EVALUATION**

I. Student Materials	
II. Teacher's Guide	
III. Coverage of WA State Learning Standards	
IV. Resource Materials	
V. Assessment	
VI. Bias Content	
VII. Overall Program	
Total:	

Comments:

Check one: I  recommend  do not recommend these materials.

The group/grade level/department I represent: \_\_\_\_\_

**\*\*\*\*\* CAC Committee Chairperson\*\*\*\*\***

Final Step: Committee chairperson summarize information from all committee members on this Form C-1 cover sheet and use it to guide presentation at next district Instructional Materials Committee. Form C-3 also needs to be completed.

**Curriculum Adoption Committee  
Instructional Materials Evaluation**

The following criteria are to help you evaluate instructional materials. Indicate your judgement by marking with a plus (+) or minus sign (-) behind each to assist you in determining the strength of the criteria. Use 0=not present, N/A=if not applicable

**I. Student Materials**

Agree/Disagree

- 1. Text provides learner with sufficient information to master objectives
  - a. variety of examples from simple to complex \_\_\_\_\_
  - b. example problems reflect all skills needed \_\_\_\_\_
  - c. adequate practice \_\_\_\_\_
  - d. problems relevant to real world \_\_\_\_\_
  - e. on-going review \_\_\_\_\_
- 2. Challenge materials are included \_\_\_\_\_
- 3. Is there:
  - a. general appearance and appeal \_\_\_\_\_
  - b. readability of type \_\_\_\_\_
  - c. usefulness of illustrations/charts/graphs \_\_\_\_\_
  - d. binding ~ durability and flexibility \_\_\_\_\_
  - e. reading level \_\_\_\_\_
- 4. References (index, glossary, etc.) \_\_\_\_\_
- 5. Quality and durability of the materials \_\_\_\_\_

**II. Teacher's Guide**

- 1. Easy to use \_\_\_\_\_
- 2. Objectives are clear, concise, and meaningful \_\_\_\_\_
- 3. Objectives specify what is to be learned \_\_\_\_\_
- 4. Information assists teacher in teaching to the objective \_\_\_\_\_
- 5. Teaching strategies teach to varying learning styles/modalities and includes hands-on activities \_\_\_\_\_
- 6. Strategies are included form motivation, follow-up, extension, and remediation \_\_\_\_\_
- 7. Relevant activities connected to the objectives being taught \_\_\_\_\_
- 8. Activities relate to real world situation \_\_\_\_\_
- 9. Answer key provided \_\_\_\_\_
- 10. Guidelines for evaluation of student progress \_\_\_\_\_

**III. Coverage of Washington state Learning Standards**

Material presented addresses Washington State Learning Standards: \_\_\_\_\_

**IV. Resource Materials (videos, worksheets, technology, etc.)**

- 1. Provides relevant practice of concepts and/or skill application \_\_\_\_\_
- 2. Quality and variety of activities \_\_\_\_\_
- 3. Supplemental materials are available \_\_\_\_\_
- 4. Technology available/recommended (i.e. software, probes, etc.) \_\_\_\_\_

**V. Assessment**

- 1. Assessment procedures;
  - a. written \_\_\_\_\_
  - b. oral (i.e. oral presentation, oral talk thru) \_\_\_\_\_
  - c. performance-based tasks reflect mastery of content \_\_\_\_\_
- 2. Assessment materials are appropriate \_\_\_\_\_
- 3. Assessment materials test objectives being taught \_\_\_\_\_
- 4. Assessment activities are sufficient to monitor student progress \_\_\_\_\_
- 5. Results from assessment give teacher strategies/activities for remediation and or enrichment \_\_\_\_\_

**VI. Bias Content**

- 1. Presents more than one viewpoint of controversial issues. \_\_\_\_\_
- 2. Presents ethnic groups realistically \_\_\_\_\_
- 3. Includes contributions of minority authors \_\_\_\_\_
- 4. Presents non-stereotypical models \_\_\_\_\_
- 5. Promotes the diverse character of our positive attitudes toward cultural differences, languages, heritage, and the disabled. \_\_\_\_\_
- 6. Includes the contributions, inventions, or discoveries made by various ethnic groups and women. \_\_\_\_\_
- 7. Presents ethnic groups/sexes in a manner that promotes pride. \_\_\_\_\_

**VII. Overall Program**

- 1. Material provides sufficient scope and sequence \_\_\_\_\_
- 2. Information is clear and concise \_\_\_\_\_
- 3. Presents accurate facts \_\_\_\_\_
- 4. Material aligns with state Learning Standards & district outcomes
- 5. Provisions are made for measuring student achievement \_\_\_\_\_
- 6. Program meets the needs of:
  - a. above average students \_\_\_\_\_
  - b. average students \_\_\_\_\_
  - c. below average students \_\_\_\_\_
- 7. Adequacy of learning activities:
  - a. quality is appropriate \_\_\_\_\_
  - b. quantity is appropriate \_\_\_\_\_
- 8. Students' use of this program:
  - a. program is motivating to students \_\_\_\_\_
  - b. program is relevant to students \_\_\_\_\_
- 9. Is 'teacher friendly' (easy to use) \_\_\_\_\_
- 10. Materials available for follow-up, extension, motivation, and remediation \_\_\_\_\_