

Textbook Evaluation Checklist											
			Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable	
I. Textbook											
A. Content											
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱ		4	3	2	1	0	M	O	N	
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N	
	iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N	
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N	
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N	
B. Vocabulary and Grammar											
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N	
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N	
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N	
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N	
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N	
C. Exercises and Activities											
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N	
	ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N	
	iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N	
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N	
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N	
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N	
	vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N	
D. Attractiveness of the Text and Physical Make-up											
	i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N	
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N	
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N	
	iv. Is the text interesting enough that students will enjoy reading it? (15)		4	3	2	1	0	M	O	N	

II Teacher's Manual										
A. General Features										
	i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	N
B. Background Information										
	i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	N
	ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
C. Methodological Guidance										
	i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	N
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	N
	iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials										
	i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	N
	ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	N
III. Context										
A. Is the textbook appropriate for the curriculum? (1,2,19,20)			4	3	2	1	0	M	O	N
	i. Does the text coincide with the course goals? (1,2,3,19,20)		4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)			4	3	2	1	0	M	O	N
	i. Is the text free of material that might be offensive? (1,6,16)		4	3	2	1	0	M	O	N
	ii. Are the examples and explanations understandable? (1)		4	3	2	1	0	M	O	N
	iii. Will students enjoy reading the text selections? (1,2,3,15)		4	3	2	1	0	M	O	N
	iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)			4	3	2	1	0	M	O	N
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	N