

# Reference Book Evaluation Form

## PART A: Nomenclature of the Textbook

(\* fields are compulsory)

1. Book title\* : \_\_\_\_\_

2. Class level\* : \_\_\_\_\_

3. Subject\* : \_\_\_\_\_

4. Publisher\* : \_\_\_\_\_

5. Author(s)\* : \_\_\_\_\_

6. Edition and Year\* : \_\_\_\_\_ Reprinted: \_\_\_\_\_

7. ISBN : \_\_\_\_\_

8. Type of Book cover

- Hardcover
- Paper back
- Coated
- Laminated

9. Quality of paper - text

- Poor / newsprint paper
- Medium /uncoated offset paper
- High / coated offset paper

10. Size of Book

Length \_\_\_\_\_ mm

Breadth \_\_\_\_\_ mm

11. Binding

- Section sewn
- Saddle stitched
- Perfect binding

12. Number of pages: \_\_\_\_\_

## PART B: Criteria for the selection of the Textbook

### DIRECTION

For each criterion, select the appropriate number/point according to the rating scale given below. Provide any comments necessary to clarify your response.

#### Section 1: Content of the book

3 = Fully evident; 2 = Evident 1 = Little or no evidence

Sl no	CRITERIA	Rating	Multiply rating by	Total
1.1	Introduction to the chapters and topics <i>Sets context to chapters and topics underpinning the principles of simple and known to complex and unknown.</i>		1	
1.2	The content of the book meets the requirements of the course (Environmental Science curriculum framework) <i>Contents have strong compatibility with the aims / learning objectives / guiding principles and core competencies laid down in the curriculum guide/ syllabus. The intentions of the content have strong alignment with the students' learning outcomes as stated in the course.</i>		4	
1.3	The materials focus on big ideas and, or essential questions <i>Materials contain a number of big ideas – concepts, themes, issues, and includes provocative essential questions around which knowledge is examined. The materials continually revisit big ideas</i>		2	
1.4	The materials contain effective and engaging activities <i>Includes activities that help student master understanding, inquire into essential questions, explain and explore their understanding, promote interaction, motivate learning, and help learner make meaning. Concepts are developed and reinforced with relevant practical works and other hands-on activities.</i>		4	
1.5	The materials reflect a “developmentally appropriate” approach to student learning <i>Materials support rigorous academic learning of big ideas and essential questions, but are not so far above or below the current abilities, cognitive and physical, of the learners. Materials cover relevant concepts and opportunities to develop skills and attitudes.</i>		2	

Sl no	CRITERIA	Rating	Multiply rating by	Total
1.6	The materials are geared to the diverse abilities, interests and the needs of students <i>Presentation of materials in different styles for motivating learning and encourage students of high level thinking process. Materials support the needs of students in a diverse classroom environment, including special education students. Materials are sensitive to gender, caste and religion. The materials and strategies also incorporate the multiple student intelligences and learning styles.</i>		1	
1.7	The materials encourage interdisciplinary connections <i>Materials encourage interdisciplinary connections, such as by integrating big ideas and essential questions or skills and processes across disciplines. The contexts of materials are relevant to varied communities and geographical location.</i>		1	
1.8	The content includes varied learning experiences, including family & community involvement <i>Provides opportunities for authentic learning experiences that have link with the learners' environment (social, cultural and spiritual) on a continuum basis, in local as well as in global context.</i>		1	
1.9	Content embeds the concepts of 21st Century education <i>Materials encourage collaboration, creativity and innovation, communication, and critical thinking and problem solving skills. Materials attempt to engage learners with the real world data, tools, and support the development of life skills vital in the learners' future life.</i>		1	
1.10	Information is accurate, current and researched based, and easy to understand <i>The explanations of concepts are well grounded, and support with multiple examples, case studies and evidences which have relevance to the current time and understanding of environmental science concepts.</i>		3	
1.11	Language flow is clear and age appropriate, and contributes to scientific language development <i>Vocabularies used are developmental appropriate underpinning four levels of scientific words development. The materials provide means for the development of scientific language. The sentences are grammatically structured for easy comprehension.</i>		2	
1.12	Diagrams and photographs are accurate, correctly labelled and easy to understand <i>Visuals are labelled, engaging, and relevant and appropriate. Visuals like charts, graphs, pictures support the texts for better understanding of the scientific concepts.</i>		2	

Sl no	CRITERIA	Rating	Multiply rating by	Total
1.13	Provides additional support materials <i>Online, offline (In CD, DVDs, flash drives) or both are provided along with the textbooks that aid learning and further reinforcement of knowledge, skills and values.</i>		1	
<b>Subtotal A</b>				

## Section 2: Organization and Format of the book

3=Fully evident; 2 = Evident; 1= Little or no evidence

Sl No	CRITERIA	RATING
2.1	Useful table of contents and glossary.	
2.2	Layout is consistent; chapters/units are arranged logically;	
2.3	Reference list or tips for further reading are provided.	
2.4	Prints of text and illustrations are in multi colours.	
2.5	Size, clarity and format of print is appropriate	
2.6	Format is visually appealing and interesting	
<b>Subtotal B</b>		

Total Points = Subtotal A + Subtotal B = \_\_\_\_\_

## Section 3: Strengths and weaknesses of the book

Strengths	Weakness

Circle one of the following

HIGHLY RECOMMENDED	RECOMMENDED	NOT RECOMMENDED
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Suitable for Class: \_\_\_\_\_

Please explain your reasons for recommendation or rejection. (Compulsory)

Signature:

Name of Evaluator:

Designation:

Address:

Date: .....