

# The Classical Academy

## CURRICULUM EVALUATION FORM

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

NAME OF COURSE \_\_\_\_\_

TEXTBOOK TITLE \_\_\_\_\_

PUBLISHER \_\_\_\_\_ AUTHOR \_\_\_\_\_

ISBN \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

**DIRECTIONS:** Carefully examine the contents of each textbook. Using the following rating scale, circle the number that identified your evaluation of each item. Please feel free to identify page numbers to illustrate your ratings.

5 – excellent  
4 - above average  
3 – average

2 - below average  
1 - unsatisfactory  
n/a - not applicable

### A. CONTENT AND ORGANIZATION CRITERIA

- |    |   |               |
|----|---|---------------|
| 1. | The subject matter and presentation support and encourage TCA's Mission Statement, philosophy, and instructional strategies.  | 5 4 3 2 1 n/a |
| 2. | The content of the text is consistent with <i>Colorado State Standards</i> .  | 5 4 3 2 1 n/a |
| 3. | The reading level, concepts, pictures, charts, maps, illustrations, and recommended activities are appropriate to the ability, aptitude, and interest of the student at this level. | 5 4 3 2 1 n/a |
| 4. | Illustrations, examples, and descriptions are accurate and well integrated into the text.   | 5 4 3 2 1 n/a |
| 5. | The text presents topics in a manner that will introduce significant facts and promote an understanding of basic concepts.  | 5 4 3 2 1 n/a |
| 6. | The credentials and/or experience of the authors qualify them to write this text.   | 5 4 3 2 1 n/a |
| 7. | The content is accurate when covering factual material.   | 5 4 3 2 1 n/a |

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|----|--|---------------|
| 8. | The content is well-balanced when covering controversial issues. | 5 4 3 2 1 n/a |
| 9. | The book provides a balanced foundation.                         | 5 4 3 2 1 n/a |

Comments: \_\_\_\_\_

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**B. GENERAL FORMAT CRITERIA**

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|----|---|---------------|
| 1. | Textbook is durable and attractive.   | 5 4 3 2 1 n/a |
| 2. | The maps, charts, pictures, and illustrations are attractive, accurate, useful, and appropriate for the intended grade level. | 5 4 3 2 1 n/a |
| 3. | The print is clear and of appropriate size.   | 5 4 3 2 1 n/a |

Comments: \_\_\_\_\_

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\_\_\_\_\_

**C. TEACHER SUPPORT CRITERIA**

- |    |   |               |
|----|---|---------------|
| 1. | Teacher's edition is comprehensive, organized, and easy to use.                               | 5 4 3 2 1 n/a |
| 2. | "Big ideas" are clearly shown and stated for the year, units, and lessons.                    | 5 4 3 2 1 n/a |
| 3. | Activities apply to a diversity of student abilities, interests, and learning styles.         | 5 4 3 2 1 n/a |
| 4. | Activities include questioning that encourages the development of analytical thinking skills. | 5 4 3 2 1 n/a |
| 5. | The activities recommended for students extend learning beyond the text and the classroom.    | 5 4 3 2 1 n/a |

6. Teaching strategies are varied to:
- a. Promote skill maintenance and development. 5 4 3 2 1 n/a
  - b. Stress the development of concepts. 5 4 3 2 1 n/a
  - c. Encourage varied actions and activities. 5 4 3 2 1 n/a

D. ASSESSMENT CRITERIA

- 1. Assessments support student achievement as well as examine the extent to which students are able to link the instruction to the curriculum. 5 4 3 2 1 n/a
- 2. Multiple means of assessment are used, informal (formative), as well as formal (summative). Suggestions provided for assessing students, individually or in small groups, through observation, oral and written work, and student presentations. 5 4 3 2 1 n/a

Comments:

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E. OVERALL EVALUATION

When applicable, note any Character examples or Teachable Moments: \_\_\_\_\_

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When applicable, note any Content Concerns: \_\_\_\_\_

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Note below any particularly outstanding characteristics. \_\_\_\_\_

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Considering all the preceding features of this textbook, my overall recommendation is:

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Additional Comments: