

## Wyoming High School English Department Book Evaluation Form

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Course: \_\_\_\_\_

Required Reading for Summer /School Year \_\_\_\_\_ **OR** Outside Reading Choice \_\_\_\_\_

Overall Book Evaluation (based on criteria below):

**Excellent                      Very Good                      Fair                      Poor                      Unacceptable**

An excellent book's numerous and significant strengths far outweigh its few weaknesses

A very good book's strengths clearly outweigh its weaknesses

A fair book's strengths and weaknesses are about evenly balanced, but it may still be fitting for some students

A poor book's weaknesses outweigh its strengths

An unacceptable book's many weaknesses clearly outweigh its strengths

Curriculum	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Provides opportunity to meet teaching objectives in Reading and Writing					
2. Matches current themes or provides new thematic possibilities					
3. Can be matched with other texts					
4. Provides opportunities for in-depth discussion and/or informal/formal student response					
5. Provides connections within the content, style, skills and context of previous and upcoming texts and Language Arts courses					
6. Facilitates connections across the curricula					

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

Literary Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. Promotes empathy, imagination, and provides some intellectual or artistic challenges					
8. Considered to have "literary merit" by outside sources (critics, awards panels, other educators)					
9. Author has made or has potential to make a "contribution to literature" by bringing a unique perspective, style, subject, or approach to the body of literature we study					
10. Provides a model of effective writing choices as a mentor text					
11. Subject, style, or overall effect merits devoting some of our limited instructional time *					

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

Students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Students find the book engaging					
13. Challenges students without being intimidating					
14. Level of difficulty of language and structure is					

suited to students' skill levels					
15. Presents enough of what's "familiar" combined with what's different and intriguing (in terms of setting, plot, style, character, theme)					
16. Matches or appropriately stretches students' intellectual and emotional maturity					
<b>Comments:</b> _____ _____ _____					
<b>Teacher(s)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
17. Teacher is able to present the book enthusiastically					
18. Teacher feels equipped to address the challenges the book may present (unconventional or experimental style, unfamiliar terms, uncomfortable subjects, historical/cultural context, etc.)					
19. Other teachers at WHS or other schools have used this book with positive/strong experiences					
20. Book is acceptable to all members of the department					
21. Does not unnecessarily replicate or interfere with material taught by other grade levels or content areas					
22. Inspires creativity in teaching and refreshes instructors as teachers *					
<b>Comments:</b> _____ _____ _____					

Despite the care taken to select worthwhile materials for student reading, and the qualifications of teachers and department chairpersons selection and recommending books, occasional objections to a work will undoubtedly be made. All books are potentially open to criticism in one or more general areas. The treatment of ideologies, of minorities, of love and sex, the use of language not acceptable to some people, the type of illustrations, the private life or political affiliations of the author or, in a few cases, the illustrator, may all be criticized. This supplemental book may fall in this category.

\*Required books only.

Committee Members

Department Chair sign-off \_\_\_\_\_

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