

Evaluation Checklist of scripts and books in English for children and adolescents

Evaluator's name:	Position/Grade:
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Notes for this checklist

3 = A lot; 2 = Moderately; 1 = Slightly; 0 = Not at all.

Sections A, B and C are fundamental. If a text or book does not meet any of these criteria, it will automatically fail this checklist.

Typically, the criteria in *italics* are only applicable in the case of published books. Generally, evaluators are expected to use their professional judgment regarding the applicability of the criteria.

Bibliographic Details

Title of the text/book			
Genre			
Age of the audience	<input type="radio"/> 0 – 7 years	<input type="radio"/> 8 – 12 years	<input type="radio"/> 13 – 18 years
Author/s			
<i>Illustrator/s</i>			
<i>Publisher/s</i>			
<i>Date of the first edition</i>			
<i>Date of the last reprint</i>		<i>Reviewed</i>	
<i>ISBN</i>			

A. The Language

	3	2	1	0
The language is fluent and idiomatic for contemporary use.				
The words engage the audience with the story (for the Early Years, for example, through rhyme, repetition, alliteration, onomatopoeia, and sounds).				
The language sparks curiosity, is enjoyable, and, for the Early Years, creates a feeling of pleasure.				
The language is appropriate for the chosen theme.				
<i>The book adheres to rules of orthography.</i>				

B. Creativity

	3	2	1	0
The writing is original.				
The title is attractive.				
The writing provokes discussion and allows children and adolescents to express themselves.				
The writing includes various styles such as dialogues, monologues, and roles that can be dramatized...				
The writing engages the audience with its creativity.				
The writing includes characters that appeal to the particular audience according to their age.				
The characters develop through the writing.				

C. Content				
	3	2	1	0
The content relates to the audience's life according to age (for example, in the case of older children, it exposes and expands on the social, political, environmental, and religious realities of our time).				
The complexity of the content is appropriate for the audience's level.				
The content does not offend different cultures.				
The content includes characters from ethnic minorities.				
The content upholds the principle of equality.				
The content does not contain any form of prejudice.				
The content has the potential to stimulate the audience to love books and/or continue reading and/or seek out further information.				
D. Layout and design				
	3	2	1	0
<i>The book's layout is well-organised.</i>				
<i>It contains illustrations (drawings, photographs, etc.) that complement the text.</i>				
<i>The illustrations are original.</i>				
<i>The illustrations are in colour.</i>				
<i>The illustrations are attractive.</i>				
<i>The illustrations are relevant to the context.</i>				
<i>The illustrations are clear, detailed and of good quality.</i>				
<i>The font choice (size and style) is appropriate for the readers' age.</i>				
<i>The size and weight of the book are appropriate for the readers' age.</i>				
<i>The book binding is sturdy, ensuring pages remain intact.</i>				
<i>The book is printed on recycled paper.</i>				
E. The Syllabus (if applicable)				
	3	2	1	0
The writing aligns with the new Learning Outcome Framework (LOF) syllabus.				
The writing addresses aspects and characteristics of language abilities and domains.				
F. Technology (if applicable)				
	3	2	1	0
The writing incorporates technological resources that are compatible with classroom facilities.				
The technological resources facilitate learning.				
G. Resources for Teachers (if applicable)				
	3	2	1	0
Provided in printed or electronic format.				
The objectives of the teacher resources are clear.				
The teaching aids are well-organised.				

They provide ideas for formative assessment.				
They serve as a tool for summative assessment.				
They provide suggestions for further research and information, catering for students with different abilities.				
They provide recommendations for further reading beyond school.				
They allow teachers the space to create and diversify additional texts within the same style.				

Other comments:

WHICH SCHOOL YEAR WOULD YOU SUGGEST THIS BOOK FOR? _____

Name: _____

Signature: _____

Date: _____