Merhaba Sayın Hocam,

Yayıncılık serüvenine Yabancı Dil Eğitimine katkıda bulunmak için yola çıkan Aspiring Publishing olarak değerli zamanınızın önemli bir kısmını SKYWARD serisinin değerlendirmesine ayırdığınız için çok teşekkür ederiz. Sizin gibi değerli hocamızdan gelen bütün olumlu veya olumsuz yorum ve 'feedback' bizim için çok değerli olup İngilizce Öğretim Setlerimizi şekillendirecektir. Bundan dolayı, Öğretim Setlerimizi değerlendirirken kendinizi özgür hissetmeniz bizim için ayrı bir önem taşımaktadır.

Siz değerli hocamıza, katkılarınızdan dolayı çok teşekkür eder, meslek hayatınızın başarılarla dolmasını dileriz.

Grade:
Title of the Book:
Name of the Evaluator:
Contact Information:

	Poor	Fair	Good	Excellent
Does the resource incorporate a range of topics relevant to the learners?				
Does the resource correspond closely with the objectives of the English Language Teaching in the National Curriculum?				
Does the resource include any spelling mistakes, grammatical errors /or typos? Is the content up to date?				
Is the resource in line with the English Language Teaching in the National Curriculum?				
Do students have the opportunity to learn the culture of the target language countries?				
Does the resource exclude any forms of intolerance and discrimination?				
Do students have the opportunity to connect the target language with real-life situations?				
Does the resource incorporate authentic pieces of local and target language culture?				
Is the material for vocabulary teaching adequate for each level in terms of quantity and range?				
Is there a good distribution of simple and complex vocabulary items across the whole coursebook?				
Are the new vocabulary items repeated in subsequent lessons to reinforce their meaning and use?				
Are the sentences sophisticated enough to meet the needs of the student at their level?				
Is the grammar presented in a level for the students to understand?				
Is the scope and range of grammar items appropriate to the students' needs at each level?				
Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book?				
Does the complexity of the target language change in accordance of the improving reading abilities of the students?				
Does the writer use current everyday language and sentence structures that follow normal word order?				
Are sentences and paragraphs logically arranged?				
Are the language structures presented in context to support comprehension, acquisition and consolidation of the target language?				
Are the instructions accurate, complete and applicable in the level for the students to understand?				
Does the resource provide adequate amount of activities to develop comprehension and assess the students' input of main ideas, details and sequence of ideas?				
Does the activities incorporate target vocabulary and structures?				
Does the resource provide adequate range of practice activities?				
Do the activities provide the transition from basic to complex target language items?				
Does the resource apply interactive and task-based approach to target language learning in activities that create the need to use new vocabulary items for communication?				
Does the resource instruct students to read for comprehension?				
Does the resource encourage learners to use both bottom-up and top-down strategies to understand the reading assages?				
Do the activities create conditions for students to apply grammatical rules in meaningful context?				

	Poor	Fair	Good	Excellent
Do the passages enhance comprehension by integrating one new idea with the existing background knowledge at a time instead of several new ideas?				
Do the activities enhance critical thinking skills?				
Does the resource provide reading passages that incorporate interdisciplinary curriculum?				
Are reading activities appealing and compatible with the students' interests?				
Does the range and scope of reading activities complement reading skills?				
Does the resource provide adequate amount of listening activities to achieve objectives?				
Are grammatical structures appropriately introduced and reviewed in the subsequent units?				
Is the presentation of grammatical structures concise and supported with relevant examples and explanations?				
Are vocabulary activities conducive to the acquisition of previously and newly introduced language items?				
Is the audio material well-designed to equip learners for real-life interaction?				
Is the audio material supported with background information and relevant activities to optimize target language acquisition?				
Does the resource provide real-world examples to make the activities relevant for the learner?				
Do the activities provide meaningful context for natural interaction?				
Does the resource incorporate a range of individual and group activities to enhance speaking skills?				
Do the activities set measurable goals and provide differentiated instruction to meet the needs of diverse learners?				
Does the resource provide writing models in a range of genres?				
Does the resource support and guide students in early stages of composition writing?				
Does the resource focus on the identification and usage of stress patterns, intonation and individual sounds?				
Is the target language incorporated in a wide range of authentic situations?				
Does the resource provide review of pronunciation items in the subsequent lessons?				
Does the resource provide review of pronunciation items in the subsequent lessons?				
Can the activities be completed and adapted using a range of ELT methods?				
Does the resource provide sufficient amount and range of textual and graphical material on each page?				
Are the artwork and typefaces pleasing, compatible and easy to read? Are colors used in an effective way?				
Is the content well-organized?				
Can students easily access the intended sections of the resource? Is the lay out clear?				
Can the progress be regularly monitored?				
Is the cover of the resource attractive in appearance?				
Are the images aesthetically pleasing?				
Do the illustrations aid learning the meaning of the material?				
Are the resource design and layout appealing to the students?				

	Poor	Fair	Good	Excellent
Can all aspects of software be integrated into the resource so that students could study outside classroom environment?				
Does the resource provide supplementary online materials / assessment tools and e-format?				
Does the resource accommodate unique learning styles and strategies?				
Does the resource include adequate amount of visuals (pictures, diagrams, tables, etc.) to enhance students 'comprehension of the reading passages				
Do the activities engage students in real-life communication and meaningful tasks?				
Does the resource focus on sub-skills (building skills) such as note-taking, skimming, listening for gist, etc.?				
Is the printing high-quality?				
Does the resource provide sufficient assessment tools?				
Are the assessment tools compatible with the requirements of LGS?				
Do the assessment tools enhance critical thinking skills?				

EXTRA COMMENTS/CRITICISMS ON THE MATERIAL:

Aspiring PUBLISHING