

## EVALUATING CHILDREN'S BOOKS

(Optional – This assessment may be linked to 4B.J)

### Performance Standard 1C.J

Child development students will review children's books and list those appropriate for use during child care activities. The recommendation will include the student's reasons for adopting the books accordingly:

- *Developing an explanation:* include reasons for recommending the books.
- *Reviewing content:* support the content by determining what the child will learn and enjoy most from the books.
- *Defining audience:* define individuals or age group; describe links between story and audience.
- *Supporting issues:* support with references from the text.

### Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
  - Use preview questions and predictions to guide reading across complex materials and confirm or deny predictions.
  - Use topic, theme, organizational pattern, context and point of view to guide interpretation.
  - Evaluate how authors and illustrators use text and art to express their ideas.
  - Summarize and make generalizations from content and relate them to the purpose of the material.
  - Synthesize key points and supporting detail to form conclusions.Family & Consumer Sciences (FCS) students will develop skills to evaluate reading material appropriate for children of all ages. Reading books to children and children reading books will help with their mental development. This assessment aligns with the FCS National Standards 4.0 (Early Childhood, Education and Services) and 15.0 (Parenting). Family Career and Community Leaders of America (FCCLA) members could apply these skills through Career Connection, Community Service, Families First, Leaders at Work, Student Body and Star Events.
2. Child development students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, book reviews and the purpose of the recommendation.
4. Students will have discussed the criteria for the selection of books.
5. Each student will select three children's books which he/she can review.
6. Each student will review the book's content, making notes on the theme, purpose for writing, setting, character(s), conflicts, plot, intended audience, etc.
7. Each student will write an explanation of why that book should be included in the Child Care Reading list.
8. (OPTIONAL, may assess this part with 4B – Stage J, Speaking) Each student may present his/her analysis to the class to argue for adding the book to the reading list. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same book.)
9. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- One class period (50 minutes)

### Resources

- Children's books selected from the class collection, library or personal resources
- Writing materials, including available technology
- Evaluating Children's Books Book Evaluation Form
- Evaluating Children's Books Rubric



## EVALUATING CHILDREN'S BOOKS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 -10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Explanation</b>	<b>Content Review</b>	<b>Audience</b>	<b>Issues</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• The explanation includes five or more specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is consistently supported with references from the text.</li> <li>• All references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• Links between text and audience are clearly described.</li> </ul>	<ul style="list-style-type: none"> <li>• All issues identified are supported with specific references from the text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The explanation includes three or four specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is usually supported with references from the text.</li> <li>• Most references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• At least one link between text and audience is clearly described.</li> <li>• One or more links may be vaguely described.</li> </ul>	<ul style="list-style-type: none"> <li>• Most issues identified are supported with specific references from the text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The explanation includes one or two specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is occasionally supported with references from the text.</li> <li>• Some references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups generally defined.</li> <li>• Links between text and audience attempted but not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Some issues identified are supported with specific references from the text.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The explanation includes no or one specific reason for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is rarely supported with references from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups not defined.</li> <li>• Links between text and audience not clear.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Links missing.</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no issues identified are supported with specific references from the text.</li> </ul>
<b>Score</b>				