



NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL  
(NERDC)

*NERDC... Think Tank of the Nigerian Education Sector*

# MANUAL FOR THE ASSESSMENT AND QUALITY ASSURANCE OF INSTRUCTIONAL AND LEARNING RESOURCES IN NIGERIA

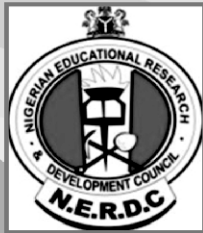
MANUAL FOR THE ASSESSMENT AND QUALITY ASSURANCE OF INSTRUCTIONAL AND LEARNING RESOURCES IN NIGERIA



SUPPORTED BY  
UNIVERSAL BASIC EDUCATION  
COMMISSION (UBEC)



FEDERAL MINISTRY OF EDUCATION



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**Nigerian Educational Research And Development Council (NERDC)**  
*NERDC...Think Tank of the Nigerian Education Sector*

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## FOREWORD

The provision of sustainable quality education is achieved through the formulation and implementation of policy framework that is needs driven and comprises key elements of fostering educational and human capital development. This informed the development of the Ministerial Strategic Plan (2018 – 2022) which set out our agenda for the development of education in Nigeria. The Plan highlighted key areas of intervention aimed at reinvigorating the Nigeria's education sector. The focal areas were strategically designed to refocus the different subsectors for effective educational policy formulation, quality assurance and delivery. Specific goals for the focal areas and their implementation strategies were outlined to achieve positive outcomes and make education and management of education result oriented. This will, in the overall provide the human capital needed for national development contained in the national recovery and growth agenda.

The development and production of quality instructional and learning resources for use in Nigeria was given a prime place in the Strategic Plan. Our desire in this regard is to ensure that all instructional and learning resources to be used in the education sector meet basic quality standards and as well undergo a quality assurance mechanism comparable to global best practices. This will ensure the speedy eradication of all forms of substandard instructional and learning resources, thus giving all Nigerians the opportunity to receive quality education in all its ramifications.

This manual, which is a policy-framework, responds to all issues that will lead to the development, production, and distribution or circulation of quality and culturally sensitive instructional and learning resources in Nigeria. It provides a means of confronting all issues and curbing negative practices associated with the proliferation of substandard resources for teaching and learning in Nigeria. I sincerely commend the Nigerian Educational Research and Development Council (NERDC) for coming up with this document, in line with her mandate and as provided for in our Strategic Plan for the education sector.

I wish to therefore request agencies under the Federal Ministry of Education, the State Ministries of Education, Authors, Publishers, developers, and all stakeholders to be guided by the provisions of this policy framework for implementation.

**Malam Adamu Adamu**  
Honourable Minister of Education

## PREFACE

As part of its responsibilities, the Nigerian Educational Research and Development Council (NERDC) is to ensure that quality books and instructional materials are used in Nigerian educational system. NERDC has, over the years, in line with its mandate, engaged in quality control and assessment of educational books and instructional materials for use in the Nigerian educational space. This effort needed to be strengthened and made more functional to meet the current trends in the book industry.

The rapid growth and advancement of information technology in recent times, has occasioned the development of e-based instructional materials. These materials come in various forms including e-books, instructional packages, laboratory simulations, educational videos, audios, animations, etc. Since these materials are also to be used in the schools to support curricula implementation, it is important that strategies and criteria are designed to objectively adjudge and assess their quality, accuracy, suitability, and usability.

These contexts necessitated the development of a well-articulated policy framework that combines elements of existing book assessment practices with emerging best practices. This initiative is focused on making book assessment practice easy. This will ensure and maintain the quality of books and other instructional resources including e-based resources for use in the Nigerian school system.

The Manual for the assessment of instructional and learning resources therefore incorporates best practices and technology for the assessment and quality assurance of educational materials including e-resources. It is structured into 4 sections with the overall purpose of providing technical specifications for the development and assessment of educational books and resources including digital teaching and learning resources. Thus, this Manual is immensely invaluable and provides serious guide and standards for publishers/authors, developers, and printers of instructional and learning resources.

The development of the Manual involved digital content developers, subject specialists, curriculum developers, publishing experts, publishers, printers, language experts and measurement and evaluation specialists. I wish to sincerely acknowledge the valuable inputs to the Manual by these experts.

I specially, thank the Universal Basic Education Commission (UBEC) for providing us with the funds to execute the different stages for the development of this Manual.

It is my fervent hope that policy implementers, publishers, authors, printers, e-learning content developers, and other critical stakeholders will embrace this Manual and use it for the development of quality instructional and learning resources.

**Professor Ismail Junaidu**  
Executive Secretary, NERDC.

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## List of Acronyms

<b>AWS</b>	-	Amazon Web Services
<b>BDC</b>	-	Book Development Centre
<b>CD</b>	-	Compact Disc
<b>DVD</b>	-	Digital Versatile Disc
<b>ERCs</b>	-	Educational Resource Centres
<b>FCT</b>	-	Federal Capital Territory
<b>FCTA</b>	-	Federal Capital Territory Administration
<b>FME</b>	-	Federal Ministry of Education
<b>GB</b>	-	Gigabyte
<b>GCP</b>	-	Google Cloud Platform
<b>ISBN</b>	-	International Standard Book Number
<b>IT</b>	-	Information Technology
<b>JCCE</b>	-	Joint Consultative Committee on Education
<b>KB</b>	-	Kilobyte
<b>LA</b>	-	Librarians Association
<b>MB</b>	-	Megabyte
<b>NCE</b>	-	National Council on Education
<b>NERDC</b>	-	Nigerian Educational Research and Development Council
<b>NPA</b>	-	Nigerian Publishers Association
<b>NUT</b>	-	Nigerian Union of Teachers

<b>PDF</b>	-	Portable Document Format
<b>PSR</b>	-	Public Service Rules
<b>PTAs</b>	-	Parent Teacher Associations
<b>QMS</b>	-	Quality Management System
<b>QRCode</b>	-	Quick Response Code
<b>SMoEs</b>	-	State Ministries of Education
<b>SPA</b>	-	School Proprietors Associations,
<b>SSD</b>	-	Solid State Disks
<b>SUBEBS</b>	-	State Universal Basic Education Boards
<b>UBEC</b>	-	Universal Basic Education Commission

## **SECTION 1**

### **OVERVIEW OF THE MANUAL**

#### **1.1 Introduction**

Instructional and learning resources play critical roles in the attainment of positive learning outcomes. Although they may vary in design, content and application, instructional resources are universally recognized to provide learners and instructors with useful references and also function as essential tools for interactive and effective teaching and learning. Generally, instructional and learning resources offer good platform for the development and sustenance of literacy as well as the transmission and preservation of the national cultural heritage. As important as instructional and learning resources are towards learning achievement and educational advancement, they also could lead to downturn in learning achievement if appropriate measures are not put in place to ensure their qualities. This section gives a cursory description of the contents of the manual with the aim of giving the users the opportunity to appreciate and effectively use the manual for the purpose it is intended to serve.

#### **1.2 Rationale for Developing the Manual**

The Nigerian Educational Research and Development Council (NERDC) has, over the years, sustained efforts towards ensuring that only quality instructional and learning resources are used in Nigeria. Despite these efforts, the task of quality assurance continued to be heightened and confronted by the development of more and new forms of instructional and learning resources. There was noticeable need for distinctive and comprehensive set of quality indicators that would guide the development and assessment of educational resources.



Evidently, there was also lack of compelling uniform standard quality assurance and management procedure for authors, writers, publishers and developers of instructional and learning resources across the country. This situation seemed to debilitate the systemic management of quality assurance process. This also had the negative implication of allowing substandard instructional and learning resources into the school system.

Apart from these, global trend and the emergence of best practices demand the upgrading and strengthening of the instructional and learning resources assessment process. There is the need to come up with uniform criteria for assessment and quality assurance to address all the challenges and issues raised. These issues underscore the need for a well-articulated policy framework that will reinforce existing practices and incorporate best practices and procedure for assessment and quality assurance, and selection of relevant resources in Nigeria.

The manual for assessment of instructional and learning resources and quality assurance in Nigeria is a policy framework that leverages on global best practices to offer education policy makers, managers, authors, publishers and other stakeholders a nationally approved guideline and standards for the development and production of quality instructional and learning resources, including e-learning resources.

### **1.3 Purpose of the Manual**

The overall purpose for developing the manual for quality assurance and assessment of instructional and learning resources in Nigeria is to provide technical specifications for the development, assessment and selection of instructional and learning

resources in Nigeria is to provide technical specifications for the development, assessment and selection of instructional and learning resources including e-learning resources. Thus, the manual provides benchmarks and standards for the development and assessment of:

1. traditional print (hardcopy or paper-based) books and resources;
2. e-based educational books and resources, and
3. other forms of instructional and learning resources.

#### **1.4 Scope and Coverage of the Manual**

The benchmarks and standards stipulated in this manual cover all forms of instructional and learning resources including:

1. traditional print/hard copy books
2. e-books and audio books
3. e-resources (solutions, laboratory simulations, video clips, animations, lessons in applications, games, etc.)
4. physical instructional resources (maps, charts, drawings, games, etc.)

- › The quality assurance and assessment standards identified in the different sections and tools are narrowed to assess indicators
- › related to curriculum content and pedagogy, design and structure, language and style of delivery as well as culture, norms and values. For e-resources, the key indicators are functionality/usability, accessibility, compatibility, interoperability, intractability,
- › security, feedback, etc.

#### **1.5 Structure of the Manual**

The manual has four sections. Section 1 is an overview of the manual. It covers the rationale for developing the manual, the purpose, scope and structure of the manual. Section 2 provides a description of the different types of instructional and learning

resources. It further categorises the resources into three broad areas namely: general readers and literary materials, curriculum-based materials and teaching-learning support materials. The categorisation is based on the purpose that each resource is intended to serve. The unique features of resources that fall under each category are also highlighted, with examples. The purpose is guide authors, publishers and e-content developers to properly delineate the contents and design of resources based on the purpose the resources are meant to serve.

Section 3 of the manual is on the quality standards for instructional and learning resources. The section gives succinct explanations on the indicators that are used to measure the quality of instructional and learning resources. These indicators serve both as development and assessment milestones for all instructional and learning resources. Thus, from the beginning, authors, content developers and publishers are aware of the quality measures that they are expected to meet.

The quality assurance processes, management procedures and interpretation of the assessment of instructional and learning resources are outlined in Section 4. The section highlights the procedure for submission of resources for assessment, assessment duration and period of return of assessed resources, payment process and options, release and conveyance of assessment result, etc. The section also explains the tools for the assessment of instructional and learning resources, their weightings and implications on assessment result.

The manual terminates with appendices comprising of the various assessment tools and a glossary of terminologies used in the manual.

## 1.6 How to Use the Manual

The main purpose of developing the manual is to provide clear guidance for the development and production of quality instructional and learning resources for use in Nigerian schools. Thus, the manual will be invaluable to authors/writers, publishers, developers of e-resources, policy makers and school managers.

For the development and production of quality instructional and learning resources, authors, publishers and developers are expected to:

- ensure that their resources are developed to meet the key assessment indicators as specified in the quality standards section of the manual.

- ensure that the resources are developed to fit into any of the categories of instructional and learning resources as described in this manual;

- strictly follow the application procedure for submission of their products for assessment and standardization.

For assessment and quality assurance purposes, the manual is to be used to ascertain the extent of compliance to the key assessment indicators by the authors and developers. The manual is also a good guide for the selection of instructional and learning resources by State Ministries of Education (SMoEs), Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs) and where applicable, the Local Government Education Authorities (LGEAs). These agencies are expected to use this manual strictly for the purpose of selection of resources for use in their institutions after NERDC had assessed and recommended instructional and learning resources for use in Nigeria.

## SECTION 2

### INSTRUCTIONAL AND LEARNING RESOURCES

#### 2.1 Introduction

Instructional and Learning resources are simply the materials, with instructional contents or functions, that are used for teaching/learning purposes. They are any collection of resources, animate (including human resources) or inanimate, that may be used in teaching and learning situations. The main purpose of utilizing instructional and learning resources within or outside a classroom is to enhance effective transmission and learning of contents for the achievement of desired learning objectives. This section describes the various categories, types and formats of learning and instructional resources.

#### 2.2 Categories of Instructional and Learning Resources

The learning and instructional resources, as used in this manual, are categorized as Curriculum Based Resources, General Reading Resources and Supplementary or Support Resources (Instructional Aids).

**(a) Curriculum Based Resources** - are instructional and learning resources developed strictly for the teaching and learning of school curriculum contents. These resources may include textbooks, lesson notes, learners' guide, multi-genre comprehensive resources, multimedia learning materials or materials that teachers would present to learners as part of the instructional process. They support the different learning areas specified in the curriculum.

**(b) General Reading Resources** – These are resources developed for general education and reading. These learning resources provide a variety of information on topics of general interest. They include encyclopedias, dictionaries, yearbooks, biographical dictionaries, geographical sources, atlases, almanacs, serials, and periodicals.

**(c) Supplementary or Support Resources** – are those resources that aid and support effective teaching. They include teachers' guides, charts, etc. The effectiveness of these instructional aids is dependent on the extent to which they:

- (i) contain explicit communication of conceptual curriculum goals with links to proposed activities,
- (ii) provide knowledge and support to help understand and implement teaching plans,
- (iii) reinforce pedagogical content knowledge,
- (iv) give guidance on the practice and understanding of relevant pedagogical activities,
- (v) present alternatives and freedom of choice, as well as
- (vi) engage teachers in ongoing reflection.

### 2.3 Types and Formats of Learning and Instructional Resources

Instructional and learning resources can also be presented in two broad formats, namely Print and Electronic (E-Resources) formats.

**(a) Print** - resources generally refer to those resources that are in hardcopy or paper forms. Most learning resources usually come in this format. Print resources include regular textbooks, workbooks, modules, references materials, periodicals, curriculum guides, teaching guides and competency-based learning materials.

**(b) E-Resources:** as it is used here refers to digital resources such as applications (apps), software, programs, or websites that engage learners in learning activities and support students' learning goals. E-Resources are further classified into three, namely: Curriculum Based E-Resources, E-Based Support (Supplementary) Resources, and Integrated E-Resources. The different types and formats of learning and instructional resources and their categories are explained in Table 2.1.

**Table 2.1: Categories Learning and Instructional Resources**

<b>Resource Type</b>	<b>Resource Format</b>	<b>Category</b>	<b>Description</b>
Mobile Applications	E-Resource	Curriculum, Professional, or Support	Mobile applications may be considered as learning and instructional resources if they provide access to content as described in the categories mentioned above, or provide a tool that appears only in an application format.
Fictional Materials:	Print or E-Resource	General or Support	These are reading materials that include a variety of literary works like novels, anthology of short stories and poetries, tales, big books, and storybooks that are to be utilized for remediation, reinforcement, or enrichment of skills in reading.
Informational Textbooks	Print or E-Resource	Curriculum, Professional, General or Support	Informational texts can be in any format (e.g., reports, essays, feature articles, editorials, documentary films, websites, texts of work, family and community life) that use language to “transact and negotiate relationships, goods, and services, report on people, things, events, and issues, and to explain, analyze, argue, persuade and give opinions”
Web Applications	E-Resource	Curriculum, Professional, General or Support	Web applications may be considered as learning and instructional resources if they provide access to content as described in the categories mentioned above, or provide a tool that appears only in an application format.
Computer Software (Desktop)	E-Resource	Curriculum, Professional, General or Support	Computer software for learning are primarily the resources that can be installed on a computer device and accessed locally on the device without having to use the internet.



Resource Type	Resource Format	Category	Description
Audio Recordings	E-Resource	Curriculum, Professional, or Support	Audios that can be used as electronic learning and instructional resources may be recorded and made available in various media including CDs, podcasts or other digital formats.
Video Recordings	E-Resource	Curriculum, Professional, or Support	Videos that can be used as electronic learning and instructional resources may be recorded and made available in various media including DVDs, video streaming services like Youtube and Vimeo or any other medium available for use in the classroom.
Magazines, Periodicals or Journals	Print or E-Resources	General, Support	These are resources for general reading that aids the teaching of the overall curriculum content. They are developed at regular intervals and can come in print or digital forms.
Atlases and Drawings	Print or E-Resources	General, Support	Maps and drawings are generally used as support or supplementary instructional resources used in the classroom for clearer understanding of learning concepts.
Workbooks	Print or E-Resources	General, Professional, Support	Workbooks are similar to textbooks and can be used as supplementary learning resources. They include space for writing and can be provided for both teachers and students
Journals	Print or E-Resources	Curriculum, Professional, or Support	Journals are learning resources that describe a professional study or activity. They can be used by teachers to improve their knowledge on a particular area of study.

**Note** that the E-Resources described in this section do not include the hardware or infrastructure needed to use the E-Resources.



## SECTION 3

### QUALITY STANDARDS FOR INSTRUCTIONAL AND LEARNING RESOURCES

#### 3.1 Introduction

This section describes the quality standards for instructional and learning resources. Quality standards are documented requirements or characteristics, used consistently to ensure that materials, products, processes, or service meet mandatory level of excellence. They prescribe technical specifications that materials, processes, products or services should meet, to be regarded as fit for their purpose.

Quality standards are usually created and used by regulatory bodies as point of reference against which materials, processes, products or services are compared for uniformity; and for enforcement of policy provisions on consumer expectations. In other words, quality standards are established benchmarks for controlling and ensuring that the characteristic features of materials, processes, products or services satisfy required expectations.

In this manual, quality standards for instructional and learning resources are prescribed in terms of Key Assessment Indicators (KAIs). The primary intent is to:

- provide concise statements of expectations or benchmarks for the selection, use and management of instructional and learning resources;
- enable regulatory bodies make informed decisions on the appropriateness of teaching and learning materials/resources

- based on evidence and global best practices;
- provide authors and publishers with guidelines for the development and production of educational books and other teaching and learning resources (e-resources, maps, charts, etc.) for basic and senior secondary schools in Nigeria; as well as ensure that instructional resources in schools are safe, match the developmental, social, emotional and physical needs of learners, and promote increased learning outcomes.

### **3.2 The Key Assessment Indicators (KAIs)**

The key assessment indicators (KAIs) in this manual are clearly defined observable parameters that describe the quality standards or benchmarks established for the control, assessment, selection and use of educational books and other instructional resources in basic and senior secondary schools in Nigeria. Presented below are the KAIs and the descriptors, used by the Nigerian Educational Research and Development Council (NERDC) for the control, assessment and recommendation of educational books and other instructional/learning resources for use in Nigerian schools.

#### **3.2.1 Curriculum Compliance**

It is envisaged that all school texts and their teachers' guide (e-books or printed books) must be curriculum compliant. They must be in line with curriculum specifications in terms of themes, topics, performance objectives and general contents, at all levels of the basic and secondary education. In line with this, materials are assessed in terms of:

- (a) content accuracy and currency;
- (b) chunking and sequencing (i.e. arrangements/sequencing of contents);
- (c) compliance in terms of appropriateness, listing, scope and depth of the curriculum;
- (d) content relevance (in terms of integration of “real-world” experiences and examples);
- (e) the suitability (i.e. difficulty/appropriateness) for intended age and class level.

### **3.2.2 Instructional Design**

The design and features of books and other instructional resources are critical to their effectiveness and for promoting learning in and outside the school. For instance, a well-designed book can make the reading and use of the book easy; thereby facilitating teaching and learning. Hence the KAIs for assessing instructional design include:

- (a) Instructional goals/objectives – that:
  - are clearly stated and attainable,
  - reflect the three domains of learning (cognitive, affective and psychomotor);
  - align with the philosophy, goals and objectives stated in the curriculum.
- (b) Instructional procedure, which assesses the flexibility and suitability of teaching and learning styles/approaches; as well as the activities and exercises outlined in the materials and resources.

(c) Assessment exercises - that:

- are varied to include in-class activity and take home assignment and quizzes;
- have clear and direct instructions for assessment exercises;
- build on previous knowledge;
- allow learners to think, react and reflect in a way that it promotes the development of critical thinking and decision making skills;
- promote learning beyond the classroom; and
- allow for progression and profiling of learning outcomes.

### 3.2.3 Language and Style

Books and Instructional resources should be presented in forms that are free from language ambiguities and complexities. The clarity of expression and use of appropriate language are important ingredients of good educational resources. Language and style are about the use of simple and concise language to describe concepts taking due cognizance of the learners age and class levels. Essentially under language and style, materials are assessed for:

- (a) correctness of spellings and use of letters
- (b) vocabulary/lexical accuracy
- (c) appropriateness of sentence structure and usage;
- (d) speech/speaking proficiency or oracy (audio and video); as well as
- (e) style and logic (i.e. use of standard language, relevance of style to the context and subject area, coherency and flow of ideas, etc.).

### 3.2.4 Technical Design and Physical Features

A well-designed book is easy to read and use, thereby facilitating teaching and learning. The design and physical quality of printed resources are assessed in terms of:

- (a) cover design (title, illustrations, logo, etc.)
- (b) title page design
- (c) portability (volume)
- (d) visual appearance
- (e) paper grammage,
- (f) binding and finishing

While the assessment of the technical design and physical quality of e-resources are based on:

- (a) typography
- (b) cross-platform
- (c) media representation and appropriateness (i.e. animations, graphics, images, etc.)
- (d) multimedia quality & requirement
- (e) application usability
- (f) accessibility of the application
- (g) security of user data.

### 3.2.5 Structure and Presentation

The following are benchmarks for the structure and presentation of educational books and resources:

- (a) arrangement of preliminary pages;
- (b) arrangement of chapters, headings and sub-headings;
- (c) readability of the texts (i.e. font size, style, etc.); as well as
- (d) suitability and legibility of visuals.

### 3.2.6 Cultural and Social Compliance

Since schools exist within the society' books and other instructional resources should be presented with due cognizance to the social and cultural background of the users. Adequate examples and illustrations should be provided to reflect societal culture, history and values. The extent to which these are reflected may vary across subjects and class levels. The following KAIs are considered where appropriate while assessing teaching and learning resources:

- (a) reflection of culture, technology and values in pictures, illustrations and drawings (of persons, locations, foods, animals, equipment, etc.);
- (b) reflection of cultures and values in texts, examples and exercises;
- (c) promotion of ethics, decency and morality through texts, the absence of hate speech, obscenity, defamation, legal concerns, abuses, curses, incisive statements, etc.;
- (d) respect for other people's cultures;
- (e) gender sensitivity for promoting best practices (gender representation and roles);
- (g) promotion of Nigerian artifacts, cultural heritage and preservation;
- (h) civic representation (tax payment, respect for rule of law and constituted authorities); and
- (i) responsible health practices.

## SECTION 4

### ASSESSMENT PROCEDURE AND MECHANISM

#### 4.1 Introduction:

The Nigerian Educational Research and Development Council (NERDC), by law, is responsible for assuring the quality of instructional and learning resources (books, curriculum, maps, charts, including e-resources, etc.) for use in Nigeria. This mandate entails that NERDC assesses, compiles and recommends quality instructional and learning resources for use by schools nationwide.

The State Ministries of Education (SMoEs) and the Education Secretariat of the Federal Capital Territory Administration (FCTA) are to select teaching and learning resources for their schools from the lists of resources assessed and recommended by NERDC. This section and the sub-sections contained herein describes the procedure, processes and tools adopted by NERDC for the assessment of instructional and learning resources for use in all Nigerian schools.

#### 4.2 The Assessment Processes and Procedures

The assessment of instructional and learning resources is an elaborate and systematic process that begins with the receipt, screening and assessment of resources, and concludes with a certification and recommendation of the resources for use by schools. Basically, the procedure for assessing and evaluating instructional and learning resources at NERDC involves: a robust application and submission process; engagement, registration and accreditation of assessors; assessment and evaluation of resources; certification; monitoring; and communication of results to relevant stakeholders. Details of each of these processes and procedure are outlined below.

1. **The Application Process:** This kick-starts the entire assessment and evaluation process.
  - (a) Expression of intent requires applicants to supply the under listed information in an Application Form:
    - (i) Name of Author(s)
    - (ii) Name of Publisher/Printer
    - (iii) Title(s)
    - (iv) ISBN Number
    - (v) Year of Publication
    - (vi) Edition
    - (vii) Number of pages including preliminary pages, front and back page, etc.
    - (viii) Email
    - (ix) Phone Number
    - (x) Attestation to the copyright ownership of the work/ideas expressed in the Book and Declaration to indemnify NERDC in event of 3rd party claims.
  - (b) Applications can be made by authors or by publishers on behalf of authors.
  - (c) Application Forms are free and available **online** at NERDC's website; and **offline** at the Book Development Centre (BDC) at NERDC Headquarters. See Appendix I for a sample of the Application Form.
  - (d) Application(s) for assessment of instructional and learning resources can be made either:
    - (i) **online** by completing an Application Form on NERDC's website, or
    - (ii) **offline** by obtaining and completing an Application Form from the Book Development Centre (BDC).



- (e) An application Form should be filled for each submission.
- (f) Applicants are encouraged to read the Assessment Manual before proceeding with the application process
- (g) All applications (online or offline) should be addressed to the Executive Secretary, Nigerian Educational Research and Development Council (NERDC).
- (h) NERDC, upon receipt of the application, shall profile applicants using the data supplied in the Application Forms.

## **2. Submission and Acknowledgment of Resources:**

- (a) Educational resources submitted for assessment shall be in print or electronic copies.
- (b) For printed resources, applicants are expected to submit four (4) hard copies of the published work. **A soft copy of the resource in a flash drive should also sent to a dedicated NERDC's email address indicated on the application form.**
- (c) All electronic copies of printed resources submitted for assessment should be in **PDF**.
- (d) E-resources shall be submitted either as PDF (in case of e-books) or uncompressed executable files (in case of e-books) or uncompressed executable files (in case of applications).
- (e) An applicant's request for assessment shall be duly acknowledged via the e-mail address supplied in the application form.
- (f) Request for further information to aid assessment shall also be sought via the said email address.
- (g) Any change in email address of the applicant should be communicated promptly to the Director, Book Development Centre (BDC), NERDC.

- 3. The Assessment Process:** This process begins with a preliminary review of resources submitted, through the assessment and evaluation of the resource, to the release and conveyance of results to authors/applicants.
- (a) Preliminary Review of Materials** - On receipt of a duly completed application form including the submission of copies (print or electronic) of the materials/resources to be assessed, there shall be preliminary review of the materials/resources submitted to determine/confirm their type, nature and size.
- (b) Assessment Procedure and Settings:**
- (i) NERDC shall identify suitable assessors for the assessment process.
  - (ii) Only accredited assessors shall be used for the process.
  - (iii) Print materials will be delivered to assessors by physical means while electronic resources/materials will be delivered online.
  - (iv) Three (3) assessors are required to assess any book or instructional resource. This is to ensure objectivity in the process.
  - (v) An assessor shall be given a minimum of two materials within an assessment period. The number of materials given to an assessor shall be determined by the size of the resource and cost.
  - (vi) The assessors shall independently carry out the assessment using the approved instruments.
  - (vii) Each assessor is to complete and submit an online assessment report, as well as return the completed print copy of assessment report to the council.

- (viii) The assessment reports shall be collated and subjected to internal harmonization process.
- (ix) Collation and internal harmonisation of assessment reports shall be completed not later than four (4) weeks from the date of receipt from the assessors.

**(c) Assessment Duration and Period of Return**

- (i) The assessment period starts from the day that the assessor received the material as officially documented.
- (ii) An assessor shall have a period of 3 weeks to complete the assessment process and submit the assessment report.
- (iii) The assessed materials shall be returned to NERDC within the period stipulated above.
- (iv) An assessor that fails to comply with the procedure shall be sanctioned.

**(d) Release and Conveyance of Assessment Results**

- (i) The result of assessment shall be promptly communicated to the applicant whether or not the material is recommended/approved.
- (ii) All things being equal, assessment result on a material shall be communicated to the author(s) or publisher not later than 3 months from the date such material was officially received and acknowledged by NERDC.
- (iii) Assessment results shall be conveyed through email to the author(s) or publisher, as the case may be.

**(e) Certification and Authentication of Assessment Results**

- (I) Certificate shall be issued on books and instructional materials that have satisfactorily gone through all the

assessment protocol.

- (ii) The certificate shall be issued in electronic and print formats.
- (iii) Each certificate shall have a unique identification number. Identification numbers shall be auto-generated and encoded as QRCode with a link to a website that would be used for the authentication of the certificate. No two materials shall have the same identification number.
- (iv) Each certificate shall have a seal and endorsed by the Executive Secretary of NERDC.
- (v) Certification on a material shall be valid until there is a curriculum change or major revision on the material.
- (vi) Certificate shall be withdrawn if it is established that there is a serious violation of the conditions upon which the certificate was issued.

#### **4. Billing of Resources Submitted for Assessment:**

Educational Resources come in various forms. These forms include:

- Prints Materials: Print copy (books, maps, charts, etc.)
- Electronic/Resource Materials [e-books, websites, portals, mobile apps, e-lessons, broadcast media etc.).
- Integrated resources - which could be print materials with URL to electronic resources/materials).

The billing of authors shall depend on the nature and size of resource submitted for assessment. The following are the guidelines for billing authors that submit resources for assessment:

- (a) Every resource sent in for assessment shall undergo a preliminary evaluation to determine the:
  - (i) size of the instructional resource; and

- (ii) cost that Council will incur as a result of assessing the resources
- (b) Billing shall be based on the outcome of the preliminary evaluation exercise.
- (c) All payments shall be made by applicant through Remita (or any payment gateway approved by the federal government) to book development project as service type.
- (d) Evidence of payments shall be attached to the application for assessment and submitted to NERDC Headquarters.
- (e) Official receipt shall be issued to the applicant in acknowledgement of receipt of payment.

## **5. Engagement, Registration and Accreditation of Assessors:**

The assessment and management of learning resources at NERDC is an ongoing process. Likewise, the identification of competent assessors is a continuous process. Usually, assessors are sourced:

- from the Assessors Database in NERDC;
- through referrals
- from unsolicited Applications, as well as
- by advertising the positions in print and/or electronic media.

The procedure for sourcing for assessors notwithstanding, all prospective assessors must undergo the rigorous process involving registration, accreditation and categorization based on specialisation, cognate experience and interest. The following are the procedure for the registration and accreditations of prospective assessors:

**(a) Registration and Accreditation**

Prospective assessors are required to complete and submit a registration form that provides the following personal information (see Appendix II):

- Full Name:
- Addresses:
  - Contact
  - Permanent
  - Institutional
- Particulars of Next of Kin:
- Academic Qualification:
- Professional Qualification:
- Area of Specialization:
- Interest:
- Cognate Experience:
- IT Proficiency:

- (b) Assessment, categorization and recommendation by the **Accreditation Committee**.
- (c) Executive Secretary's Approval of the recommendations of the Accreditation Committee.
- (d) Notification of prospective assessors of their successful registration and accreditation.
- (e) Publishing of the list of registered/accredited assessors on NERDC's website.

## **6. Training, Orientation of Assessors:**

Assessment and evaluation of instructional resources is a responsibility that requires the exhibition of a high degree of commitment, honesty, objectivity, confidentiality and professionalism. Consequently, training and orientation is an integral part of the assessment process. In light of the above, it is expected that:

- (a) All authors, assessors and staff of NERDC involved in the assessment and evaluation of instructional and learning resources are bound by strict code of conduct.
- (b) In the event of any violations of the laid down code of conduct by staff, authors or assessors the following sanctions shall apply to:
  - (i) Staff: Disciplinary action as stipulated in the Public Service Rules (PSR).
  - (ii) Assessors: Blacklisting of assessors and possible delisting from NERDC's Assessors Database.
  - (iii) Authors: Delisting of resource from the list of recommended instructional resources for Nigerian schools and the withdrawal of certificate of recommendation.

## **7. Monitoring the Assessment Process**

The Executive Secretary shall set up an internal mechanism for quarterly auditing and reporting of their findings on the above processes for quality assurance. The quarterly audit report shall include the:

- report on relevant assessment activities;
- number of materials received, documented and paid for; and
- report on the percentage of materials submitted, coded, assessed and published on NERDC websites.

The following are procedures that should be strictly adhered to in order to ensure the functionality and efficiency of the monitoring process:

- (a) Materials for assessment is submitted to Executive Secretary Office with application for assessment.
- (b) Executive Secretary's Office receives and documents the materials for assessment.
- (c) Executive Secretary's Office forwards materials for assessment to the Director of relevant Centre(s) with a copy of the application.
- (d) The relevant Centre(s) on receipt of materials for assessment from the E.S. Office, shall:
  - (i) acknowledge receipt to applicant;
  - (ii) value and cost the materials submitted;
  - (iii) communicate the assessment fee to the applicant;
  - (iv) liaise with the Finance and Accounts Department to confirm if payments were made for the materials to be assessed and amount paid;
  - (v) on confirmation of payment, code and assess the materials received;
  - (vi) in case of short fall in payment, the Finance and Accounts Department shall inform the applicant of the short fall in payment.

Note:

- Only materials that have been fully paid for shall be assessed.
- Materials that have been received, assessed and recommended shall be published on the Council's website.



## **8. Complaint Management System**

Outlined below are the guidelines for lodging, addressing and management of complaints arising from the assessment process.

- (a) A Complaint Form (Appendix III) will be made available on NERDC website and at the Executive Secretary Office for lodgment of complaints.
- (b) All complaint received shall be communicated to the statutory Investigation Committee of the Council to review and advise the E.S.
- (c) The statutory Investigation Committee shall communicate the decision of the Council to the complainant.
- (d) The response time shall not exceed eight (8) weeks for every complaint received.

### 9. Communication of Assessment Results to States, FCT and other relevant stakeholders:

- (a) NERDC shall maintain an up to date recommended and ranked booklist.
- (b) The recommended and ranked booklist shall be accessible on NERDC website.
- (c) NERDC shall ensure that Educational Resource Centres (ERCs) in the 36 States and Federal Capital Territory base their recommendation of instructional and learning resources for use in their States on the list of certified resources on NERDC's website.
- (d) Finally, NERDC shall periodically:
  - (i) present status reports on the number, ranking and categories of instructional/learning resources assessed to the Honourable Minister of Education, Joint Consultative Committee on Education (JCCE) and the National Council on Education (NCE);

- (ii) convey stakeholder meetings which includes FME, UBEC, SMOEs, SUBEBs, ERCs, School Proprietors Associations, NPA, Examination Bodies, PTAs, Librarians Association, NUT to among other things, to sensitize them on NERDC certified materials.

### 4.3 The Assessment Tools

Instructional and learning resources come in various forms and types, as listed below:

- School texts and their teachers' guides;
- Instructional aids/support materials (maps, charts, etc.);
- General reading and reference materials e.g. literary materials and books developed for general reading purposes, encyclopedia, dictionaries, etc.

These Instructional and learning resources are classified into Print and Electronic resources.

A common format with clearly defined parameters was used for developing each instrument. The parameters are the Key Assessment Indicators (KAIs), assessment rubrics and rating descriptors (Appendix V – VIII). The purpose is to ensure inter and intra scorer reliability, high level of objectivity as well as uniformity of score. The Key Assessment Indicators in the assessment instrument are:

- (d) curriculum compliance,
- (e) instructional design;
- (f) language and style;
- (g) technical design and physical features of the resource;
- (h) structure and presentation; and
- (I) cultural and social compliance.

## GLOSSARY OF TERMS

**ISBN (International Standard Book Number)** - An ISBN is essentially a product identifier used by publishers, booksellers, libraries, internet retailers and other supply chain participants for ordering, listing, sales records and stock control purposes. The ISBN identifies the registrant as well as the specific title, edition and format. In Nigeria, ISBN is issued by the National Library of Nigeria (NLN).

**Almanacs** - An almanac (also spelled almanack and almanach) is an annual publication listing a set of current, general or specific information about one or multiple subjects.

**Animate or Inanimate** - Animate means that which lives, whereas inanimate means lacking the quality of being alive.

**Atlas** - An atlas is a collection of maps, tables, charts, etc.

**Dynamic Modelling** - Dynamic Modelling describes those aspects of a system that are concerned with time and sequencing of the operations.

**Instructional Aids** - are devices that assist an instructor in the teaching-learning process. Instructional aids are not self-supporting; they support, supplement, or reinforce what is being taught.

**Lesson Plan** - A lesson plan is simply a guide or step-by-step plan for a lesson that a teacher plans to teach.

**Learning Guide** - A learning guide is a user manual about effective ways to learn the subject matter and skills in a particular subject area.

**Learning Management System (LMS)** - A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

**Multimedia Learning Materials** - They are materials such as videos and interactive web pages.

**Periodicals** - Periodicals are magazines, scholarly journals, newspapers, and newsletters published in a series or periodically.

**Serials** - A "serial" is defined as any publication issued in successive parts which are intended to be continued indefinitely.

**Yearbook** - A yearbook is a type of a book published annually.

## APPENDIX

### INSTRUMENTS FOR THE ASSESSMENT AND QUALITY ASSURANCE OF INSTRUCTIONAL AND LEARNING RESOURCES

THIS SECTION IS APPLICABLE TO PRINT AND ELECTRONIC RESOURCES

#### Pillar 1: Curriculum Compliance

Key Assessment Indicator: Content accuracy and currency							
S/N	Measurement Indices	1	2	3	4	5	Remarks
1	Contents are free from factual errors and misrepresentations.	Contents are generally not free from factual errors and misrepresentations.	Contents contain many factual errors and misrepresentations.	Contents contain few factual errors and misrepresentations.	Contents contains minimal factual errors and misrepresentations.	There are no factual errors and misrepresentation anywhere in the material.	
2	Scope and depth of topics and contents are in line with curriculum objectives for the class level	Scope and depth of topics and contents are generally not in line with the curriculum objectives for the class level	Scope and depth of few topics and contents are in line with the curriculum objectives for the class level	Scope and depth of many topics and contents are in line with the curriculum objectives for the class level	Scope and depth of most topics and contents are in line with the curriculum objectives for the class level	Scope and depth of all topics and contents are in line with the curriculum objectives for the class level	
3	Contents are accurate and capture the performance objectives for the class level.	All contents are inaccurate and at variance with performance objectives for the class level	Few contents are accurate and capture the performance objectives for the class level.	Many contents are accurate and capture the performance objectives for the class level.	Most of the contents are accurate and capture the performance objectives for the class level.	All contents are correct and capture the performance objectives for the class level.	
4	Contents promote class appropriate in-	Generally, the contents in the material do not	Few contents in the material promote	Many contents in the material promote class	Most contents in the material promote class	All contents in the material promote class	

<b>Key Assessment Indicator: Content accuracy and currency</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
	depth knowledge of subject matter.	promote class appropriate in-depth knowledge of subject matter.	class appropriate in-depth knowledge of subject matter.	appropriate in-depth knowledge of subject matter.	appropriate in-depth knowledge of subject matter.	appropriate in-depth knowledge of subject matter.	
<b>5</b>	Illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	None of the Illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	Few illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	Many illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	Most illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	All illustrations (e. g graphs, charts, diagrams etc) are accurate and in line with curriculum contents and topics	
<b>6</b>	Examples and illustrations are capable of promoting deep and meaningful learning as intended in the curriculum.	Examples and illustrations are not capable of promoting deep and meaningful learning as intended in the curriculum.	Few examples and illustrations are capable of promoting deep and meaningful learning as intended in the curriculum	Many examples and illustrations are capable of promoting deep and meaningful learning as intended in the curriculum	Most examples and illustrations are capable of promoting deep and meaningful learning as intended in the curriculum	All examples and illustrations are capable of promoting deep and meaningful learning as intended in the curriculum	
<b>7</b>	Contents promote the attainment of the Performance objectives prescribed in the curriculum.	Contents generally do not promote the attainment of the learning outcomes prescribed in the curriculum.	Few contents promote the attainment of the learning outcomes prescribed in the curriculum.	Many contents promote the attainment of the learning outcomes prescribed in the curriculum.	Most contents promote the attainment of the learning outcomes prescribed in the curriculum.	All contents promote the attainment of the learning outcomes prescribed in the curriculum.	

<b>Key Assessment Indicator: Chunking and sequencing of contents</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Chunking of contents and topics reflects the structure and nature of the subject matter.	Chunking of contents and topics are arbitrary and does not reflect the nature of the subject matter.	Chunking of few topics and contents reflect the nature of subject matter	Chunking of many topics and contents reflect the nature of the subject matter	Chunking of all topics and most of the contents reflect the nature of the subject matter.	Chunking of all topics and contents reflect the nature of the subject matter.	
<b>2</b>	Contents (concepts, ideas, topics, etc.) are clearly delineated.	Delineation of contents (concepts, ideas, topics, etc.) are arbitrary and inconsistent.	Few contents (concepts, ideas, topics, etc.) are clearly and consistently delineated	Many contents (concepts, ideas, topics, etc.) are clearly and consistently delineated.	Most contents (concepts, ideas, topics, etc.) are clearly and consistently delineated.	All contents (concepts, ideas, topics, etc.) are clearly and consistently delineated.	
<b>3</b>	The contents are appropriately sequenced to promote learning of the subject matter.	Contents are not properly sequenced to promote the learning of subject matter.	Few of the contents are properly sequenced to promote the learning of subject matter	Many of the contents are properly sequenced to promote the learning of subject matter.	Most of the contents are properly sequenced to promote the learning of subject matter.	All the contents are properly sequenced to promote the learning of subject matter	
<b>4</b>	Contents (concepts, ideas, topics, etc.) are logically organised.	Contents (concepts, ideas, topics, etc.) are not logically organised	Few contents (concepts, ideas, topics, etc.) are logically organized	Many contents (concepts, ideas, topics, etc.) are logically organised.	Most contents (concepts, ideas, topics, etc.) are logically organised.	All contents (concepts, ideas, topics, etc.) are logically organised.	

<b>Key Assessment Indicator: Content Relevance</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Contents meaningfully integrate real life experiences of learners.	Most of the contents do not meaningfully integrate real life experiences of learners.	Some of the contents do not meaningfully integrate real life experiences of learners.	Many of the contents meaningfully integrate real life experiences of learners.	Most of the contents meaningfully integrate real life experiences of learners.	All of the contents meaningfully integrate real life experiences of learners	
<b>2</b>	Activities and exercises promote the use of materials sourced from the immediate environment of learners.	Most of the activities and exercises do not promote the use of materials sourced from the immediate environment of learners.	Some of the activities and exercises do not promote the use of materials sourced from the immediate environment of learners.	Many of the activities and exercises promote the use of materials sourced from the immediate environment of learners.	Most of the activities and exercises promote the use of materials sourced from the immediate environment of learners.	All the activities and exercises promote the use of materials sourced from the immediate environment of learners.	

<b>Key Assessment Indicator: Suitability for intended age and class level</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	Content difficulty level <b>is</b> not appropriate and suitable in most cases for the maturity, age and development level of learners.	In some cases, the content difficulty level is not appropriate and suitable for the maturity, age and development level of learners.	In many cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	In most cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	In all cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	



**Pillar 2: Instructional Design**

<b>Key Assessment Indicator: Instructional goals/objectives</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Instructional objectives are clearly stated.	Generally, the instructional objectives in the material are not clearly stated.	Few of the instructional objectives in the material are clearly stated	Many of the instructional objectives are clearly stated.	Most of the instructional objectives are clearly stated.	All the instructional objectives in the material are clearly stated	
<b>2</b>	Instructional objectives are attainable by learners.	The instructional objectives are generally not attainable by learners	Few of the instructional objectives are attainable by learners	Many of the instructional objectives are attainable by learners	Most of the instructional objectives in the material are attainable by learners	All the instructional objectives in the material are attainable by learners	
<b>3</b>	Instructional objectives reflect the three domains (cognitive, affective and psychomotor) of knowledge.	All the instructional objectives in the material do not reflect the three domains (cognitive, affective and psychomotor). of knowledge	Few of the instructional objectives reflect the three domains (cognitive, affective and psychomotor).of knowledge.	Many of the instructional objectives reflect the three domains (cognitive, affective and psychomotor) of knowledge.	Most of the instructional objectives reflect the three domains (cognitive, affective and psychomotor) of knowledge.	All the instructional objectives reflect the three domains (cognitive, affective and psychomotor) of knowledge.	
<b>4</b>	Instructional objectives align with the philosophy, goals and objectives stated in the curriculum	Instructional objectives do not align with the philosophy, goals and objectives stated in the curriculum.	Few instructional objectives align with the philosophy, goals and objectives stated in the curriculum.	Many instructional objectives align with the philosophy, goals and objectives stated in the curriculum.	Most instructional objectives align with the philosophy, goals and objectives stated in the curriculum.	All instructional objectives align with the philosophy, goals and objectives stated in the curriculum.	

<b>Key Assessment Indicator: Instructional procedure</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Instructional procedure aligns with the recommended teaching strategies in the curriculum.	Instructional procedure does not align with the recommended teaching strategies in the curriculum.	Few of the instructional procedures align with the recommended teaching strategies in the curriculum.	Many of the instructional procedures align with the recommended teaching strategies in the curriculum.	Most of the instructional procedures align with the recommended teaching strategies in the curriculum.	All the instructional procedures align with all the recommended teaching strategies in the curriculum.	
<b>2</b>	Instructional procedure is flexible and contains activities and exercises that target variety of learning styles.	Instructional procedure is not flexible and most activities and exercises do not target a variety of learning styles.	Few of the instructional procedure are flexible, but include some activities and exercises that target different learning styles.	Instructional procedure is flexible and some of the activities and exercises target variety of learning styles.	Instructional procedure is flexible and most activities and exercises target variety of learning styles.	Instructional procedure is flexible and all activities and exercises target variety of learning styles.	
<b>3</b>	Instructional procedure provides opportunities for extension and application of concepts in different situations.	Instructional procedure does not provide opportunities for extension and application of concepts in different situations.	Few of the instructional procedure provide opportunities for extension and application of some concepts in different situations.	Instructional procedure provides opportunities for extension and application of many concepts in different situations to facilitate retention.	Instructional procedure provides opportunities for extension and application of most concepts in different situations to facilitate retention.	Instructional procedure provides opportunities for extension and application of all concepts in different situations to facilitate retention.	
<b>4</b>	Instructional procedure complements the nature of the subject matter/discipline.	Instructional procedure does not complement the nature of the subject matter/discipline.	Some of the instructional procedure complements the nature of the subject matter/discipline.	Many of the instructional procedure complement the nature of the subject matter/discipline.	Most of the instructional procedure complements the nature of the subject matter/discipline.	All the instructional procedures complement the nature of the subject matter/discipline.	

<b>Key Assessment Indicator: Instructional procedure</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>5</b>	Material uses a variety of teaching approaches that promote learner participation in the teaching-learning process.	Material does not use a variety of teaching approaches that promote learner participation in the teaching learning process.	Some of the materials use variety of teaching approaches that promote learner participation in the teaching learning process.	Many parts of the material use a variety of teaching approaches that promote learner participation in the teaching learning process.	Most parts of the material use a variety of teaching approaches that promote learner participation in the teaching learning process.	All aspects of the material use a variety of teaching approaches that promote learner participation in the teaching learning process.	
<b>6</b>	Material uses a variety of strategies (projects, discovery, co-operative learning, constructivism, cross-ability grouping, etc.) that ensure meaningful and deep learning.	Material does not use variety of strategies that ensure meaningful and deep learning.	Some parts of the material use variety of strategies that ensure meaningful and deep learning.	Many parts of the material use variety of strategies that ensure meaningful and deep learning.	Most parts of the material use variety of strategies that ensure meaningful and deep learning.	All parts of the material use variety of strategies that ensure meaningful and deep learning.	
<b>7</b>	Material provides adequate direction and support for teachers and learners.	Material provides neither direction nor support for teachers and learners.	Material provides some directions but no support for teachers and learners.	Material provides some direction and support for teachers and learners.	Material provides adequate direction and some support for teachers and learners.	Material provides adequate direction and support for teachers and learners.	

<b>Key Assessment Indicator: Teaching and learning styles/approaches</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	The instructional procedures cater for differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	Instructional procedures do not cater for differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	Instructional procedures cater for few differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	Instructional procedures cater for many individual differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	Instruction procedure cater for most individual differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	The instructional procedure adequately caters for individual differences in the thinking and learning styles (concrete, abstract/format, etc.) of learners.	
<b>2</b>	Teaching and learning approaches allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners.	Teaching and learning approaches do not allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners.	Teaching and learning approaches rarely allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners.	Teaching and learning approaches sometimes allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners	Teaching and learning approaches often allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners.	Teaching and learning approaches always allow active participation (e.g. exploration of ideas, hands-on practical/pencil and paper activities, etc.) of learners.	
<b>3</b>	Teaching and learning approaches encourage varieties of classroom interactions between learner-learner, learner-teacher, and learner-material.	Teaching and learning approaches do not encourage varieties of classroom interactions between learner-learner, learner-teacher, and learner-material.	Teaching and learning approaches encourage few variety of classroom interactions between learner-learner, learner-teacher, and learner-material.	Teaching and learning approaches encourage some varieties of classroom interactions between learner-learner, learner-teacher, and learner-material.	Teaching and learning approaches encourage many varieties of classroom interactions between learner-learner, learner-teacher, and learner-material.	Teaching and learning approaches encourage all forms of classroom interactions between learner-learner, learner-teacher, and learner-material.	

<b>Key Assessment Indicator: Activities and exercises</b>							
<b>S/No</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Activities and exercises are sufficiently varied to cater for individual differences in learners' abilities, aptitudes, learning style and interest.	Activities and exercises do not vary sufficiently to cater for individual differences in learners' abilities, aptitudes, learning style and interest.	Few of the activities and exercises vary sufficiently to cater for individual difference in learners' abilities aptitudes, learning style and interest.	Many of the activities and exercises vary to cater for individual difference in learners' abilities, aptitudes, learning style and interest.	Most of the activities varied sufficiently to cater for individual difference in learners' abilities, aptitudes, learning style and interest.	All activities and exercise sufficiently varied to cater for individual difference in learners' abilities, aptitudes, learning style and interest.	
<b>2</b>	Activities and exercises promote development and use of core skills such as critical thinking, problem solving, leadership, decision making, communication and collaboration.	Activities and exercises do not promote development and use of core skills such as critical thinking, problem solving, leadership decision making, communication and collaboration.	Few of the activities and exercises promote development and use of core skills such as critical thinking, problem solving, leadership, decision making, communication and collaboration.	Many of the activities and exercises promote development and use of core skills such as critical thinking, problem solving, leadership, decision making, leadership communication and collaboration.	Most of the activities and exercises promote development and use of core skills such as critical thinking, problem solving, leadership, communication and collaboration.	All the activities and exercises promote development and use of core skills such as critical thinking, problem solving, leadership, communication and collaboration	

<b>Key Assessment Indicator: Materials and resources</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Materials and resources for activities are appropriate for intended use.	All materials and resources for activities are not appropriate for intended use.	Few of the materials and resources for activities are appropriate for intended use.	Many of the materials and resources are appropriate for intended use.	Most of the materials and resources are appropriate for intended use.	All materials and resources are appropriate for intended use.	
<b>2</b>	Materials and resources for activities are safe, readily available and affordable.	Materials and resources for activities are not safe and not readily available and affordable.	Few of the materials and resources for activities are safe, readily available and affordable.	Many of the materials and resources for activities are safe, readily available and affordable.	Most of the materials and resources for activities are safe, readily available and affordable.	All materials and resources for activities are safe, readily available and affordable.	
<b>3</b>	Materials and resources for activities are appropriate for intended age and class level.	All materials and resources for activities are not appropriate for intended age and class level.	Few of the materials and resources for activities are appropriate for intended age and class level.	Many of the materials and resources for activities are appropriate for intended age and class level.	Most of the materials and resources for activities are appropriate for intended age and class level.	All of the materials and resources for activities are appropriate for intended age and class level.	
<b>4</b>	Materials and resources for activities are easily obtained from learners' environment.	All materials and resources for activities are not easily obtained from learners' environment.	Some of the materials and resources for activities are easily obtained from learners' environment.	Many of the materials and resources for activities are easily obtained from learners' environment.	Most of the materials and resources for activities are easily obtained from learners' environment.	All materials and resources for activities are easily obtained from learners' environment.	

<b>Key Assessment Indicator: Assessment exercises</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Assessment exercises are correct.	Most assessment exercises are incorrect.	Few of the assessment exercises are correct.	Many of the assessment exercises are correct.	Most of the assessment exercises are correct.	All the assessment exercises are correct.	
<b>2</b>	Assessment exercises are age and class appropriate.	Most of the assessment exercises are not age and class appropriate.	Few of the assessment exercises are age and class appropriate.	Many of the assessment exercises are age and class appropriate.	Most of the assessment exercises are age and class appropriate.	All the assessment exercises are age and class appropriate.	
<b>3</b>	Assessment exercises are varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	Most of the assessment exercises <b>are not</b> varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	Few of the assessment exercises varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	Many of the assessment exercises are varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	Most of the assessment exercises are varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	All the assessment exercises are varied to include in-class activities, exercises, take-home assignments, quizzes, etc.	
<b>4</b>	There are clear instructions and directions for assessment exercises	There are no clear instructions and directions for assessment exercises.	Some of the instructions and directions for assessment exercises are clear.	Many of the instructions and directions for assessment exercises are clear.	Most of the instructions and directions for assessment exercises are clear.	All the instructions and directions for assessment exercises are clear.	
<b>5</b>	Assessment exercises allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	Most of the assessment exercises <b>do not</b> allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	Some of the assessment exercises allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	Many of the assessment exercises and questions allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	Most of the assessment exercises and questions allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	All the assessment exercises and questions allow learners to think, react and reflect in a way that promotes the development of critical thinking and decision making skills.	

<b>Key Assessment Indicator: Assessment exercises</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>6</b>	Learners are provided with feedback for the Assessment exercises	There are no provisions for feedback activities/drills in the assessment exercises	There are few provisions for feedback activities/drills in the assessment exercises	There are many provisions for feedback activities/drills in the assessment exercises	Most of the assessment exercises have provisions for feedback activities/drills for learners	There are adequate provisions for feedback activities/drills in the assessment exercises	



**Pillar 3: Language and Style**

<b>Key Assessment Indicator: Spellings (Use of letters)</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Spellings/ representation of words are correct for simple and complex words.	Spellings of simple words are fairly correct but mostly incorrect for complex words.	Spellings of simple words are mostly correct but mostly incorrect for complex words.	Spellings of simple words are mostly correct but fairly correct for complex words.	Spellings of simple and complex words are mostly correct.	Spellings of simple and complex words are generally correct.	
2.	There is compliance with spelling rules across the text.	Spelling rules are generally not complied with.	Spelling rules are fairly complied with.	Spelling rules are moderately complied with.	Spelling rules are mostly complied with.	Spelling rules are generally complied with.	
3.	The use of notations, symbols, figures and numbers are correct and appropriate.	The use of notations, symbols, figures and numbers in the text are generally incorrect and inappropriate.	The use of notation, symbols, figures and numbers in the text is fairly correct but not appropriate.	The notations, symbols, figures and numbers used in the text are averagely correct and appropriate.	The notations symbols, figures and numbers are predominantly correct but fairly appropriate.	The notations, symbols, figures and numbers are generally correctly and appropriately used in the text.	

<b>Key Assessment Indicator: Vocabulary/lexical accuracy</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Words and their meanings are correct and appropriate	Words and their meanings in the text are largely incorrect and inappropriate.	Words and their meanings in the text are fairly correct and appropriate.	Words and their meanings in the text are averagely correct and appropriate.	Words and their meaning in the text are largely correct and appropriate.	Words and their meanings are generally correct and appropriate.	
2.	Technical terms/ vocabularies/registers are correct, appropriate to content, subject area, and level of learners/readers	Technical terms and their meanings are generally not correct and inappropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are fairly correct but not appropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are averagely correct and appropriate to the content and subject area but not appropriate to level of learners/ readers.	Technical terms and their meanings are mostly correct and appropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are generally correct and appropriate to the content, subject area and level of learners/readers.	
3.	Correct representation of words and their expanded forms.	Words and their expanded forms are entirely incorrect.	Words and their expanded forms are largely incorrect.	Words and their expanded forms are fairly correct.	Words and their expanded forms are mostly correct.	Words and their expanded forms are entirely correct.	

<b>Key Assessment Indicator: Sentence structure and usage</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Sentence structure, arrangement of words and logical meaning are correct.	Sentence structure, arrangement of words and logical meaning are generally not correct across the text.	Sentence structure and arrangement of words are fairly correct but not logical.	Sentence structure and arrangement of words are moderately correct but few are fairly logical.	The sentence structure and arrangement of words across the text are mostly correct and logical.	The sentence structure, arrangement of words and logical meaning are generally correct.	
2.	Sentences and use of words in sentences are grammatically correct	Sentences and use of words in sentences are generally incorrect	Sentences and use of words in sentences are fairly correct.	Sentences and use of words in sentences are moderately correct.	Sentences and use of words in sentences are mostly correct.	Sentences and use of words in sentences are generally correct.	
3.	The use of phrases and clauses are correct and appropriate.	The use of phrases and clauses are generally incorrect and inappropriate.	The use of phrases and clauses are generally correct but not appropriate.	The use of phrases and clauses are fairly correct and appropriate.	The use of phrases and clauses are mostly correct and appropriate.	The use of phrases and clauses are generally correct and appropriate.	

<b>Key Assessment Indicator: Style and logic</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	The style is Simple, intelligible and comprehensible.	The style is generally difficult, unintelligible and incomprehensible.	The style is fairly simple, intelligible and comprehensible.	The style is averagely simple, intelligible and comprehensible.	The style is largely simple, intelligible and comprehensible.	The style is entirely simple, intelligible and comprehensible.	
2.	The length of the sentences and use of punctuations are appropriate.	The length of the sentences and use of punctuations are generally not appropriate	The length of the sentences and use of punctuations are fairly appropriate	The length of the sentences and use of punctuations are averagely appropriate	The length of the sentences and use of punctuations are mostly appropriate	The length of the sentences and use of punctuations are entirely appropriate	
3.	The style is based on recognised standard form	The style is generally not based on recognised standard form.	The style is fairly based on recognized standard form.	The style is averagely based on recognised standard form	The style is mostly based on recognised standard form.	The style is generally based on recognised standard form.	
4.	The style is relevant to context, subject area and level of readers	The style is generally not relevant to the context, subject area and level of learners/readers.	The style is fairly relevant to the subject area but not relevant to the context and level of learners/readers.	The style is averagely relevant to the context, subject area and level of learners/readers.	The style is mostly relevant to the context, subject area and level of learners/readers.	The style is generally relevant to the context, subject area and level of learners/readers.	
5.	The flow of ideas, concepts and principles are clear and consistent.	The flow of ideas, concepts and principles are generally not clear and consistent within paragraphs and across chapters.	The flow of ideas, concepts and principles are fairly consistent and clear within paragraphs but not across chapters.	The flow of ideas, concepts and principles are fairly consistent, clear and logical within paragraphs and across chapters.	The flow of ideas, concepts and principles are mostly clear and consistent within paragraphs and across chapters.	The flow of ideas, concepts and principles are clear and consistent within paragraphs and across chapters.	

**THIS SECTION IS APPLICABLE TO PRINT RESOURCES ONLY****Pillar 4: Technical Design and Physical Features**

<b>Key Assessment Indicator: Cover design</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Cover Page and Title	The title on the cover page is not appropriate, clear, bold, colourful or visually appealing.	The title on the cover page is appropriate and clear but not bold, colourful or visually appealing.	The title on the cover page is appropriate, clear and bold but not colourful or visually appealing.	The title on the cover page is appropriate, clear, bold and colourful, but not visually appealing.	The title on the cover page is appropriate, clear, bold, colourful and visually appealing.	
<b>2</b>	Illustrations on the cover.	The cover does not contain relevant and appropriate illustrations. Illustrations are not visually attractive for the target audience.	The cover contains illustration, but the illustrations are neither relevant, visually attractive, nor appropriate for the target audience.	The cover contains relevant illustrations, but the illustrations are neither visually attractive nor appropriate for the target audience.	The cover contains relevant illustrations that are visually attractive but not appropriate for the target audience	The cover contains relevant illustrations that are visually attractive and appropriate for the target audience.	
<b>3</b>	Cover Page contains the name(s) of the author(s) and logo of the publisher.	The cover page does not contain the name of author(s) and publisher's logo.	The cover page contains only the name of author(s) without publisher's name and logo.	The cover page contains the name(s) of author(s) and publisher; but does not contain publishers' logo.	The cover page contains the name(s) of author(s) and publisher; but the publisher's logo is not strategically placed.	The cover page contains the name(s) of author(s) and publisher; the publisher's logo is strategically placed.	

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Completeness, numbering and ordering (i.e. title page followed by copyright page, foreword, preface, acknowledgement and table of contents) of Preliminary pages.	The preliminary pages are incomplete, wrongly arranged and without page numbers.	The preliminary pages are complete but wrongly arranged; page numbers are either skipped or wrongly numbered.	The preliminary pages are complete and correctly arranged; page number are present but not serial, and are in Arabic numerals.	The preliminary pages are complete and correctly arranged; page numbers are present and serial, but in Arabic numerals.	The preliminary pages are complete and correctly arranged; page numbers are present, serial and in Roman numerals.	
2	Design and contents of the title page contains the book title.	The resource has no title page, or the title page is wrongly place.	The resource has a title page that is appropriately placed but does not carry the title of the book.	The resource has a title page that is appropriately placed and contains the title of the book; but the title is neither bold, nor clear, or visually appealing.	The resource has a title page that is appropriately placed and contains the title of the book; the title is bold, but blurred and not visually appealing.	The resource has a title page that is appropriately placed and contains the title of the book; the title is bold, clear and visually appealing.	
3	The title page is appropriately placed, contains the name(s) of the author(s), publisher's imprints.	The resource either has no title page; or the title page is wrongly placed and does not contain the name(s) of author(s) and publisher's imprints.	The resource has a title page that is appropriately placed but blurred; and neither contains the name(s) of author(s) nor the publisher's imprints.	The resource has a title page that is appropriately placed and clear; but neither contains the name(s) of author(s) nor the publisher's imprints.	The resource has a title page that is appropriately placed and clear; but only contains the name(s) of author(s) without the publisher's imprints.	The resource has a title page that is clear, appropriately placed and contains the name(s) of author(s) and publisher's imprints.	

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>4</b>	Copyright information and ISBN.	The copyright page is either missing, wrongly placed and does not contain the publisher's contact. Copyright statement, ownership of copyright, edition, year of publication and ISBN are also missing.	The copyright page is appropriately placed; but does not contain the publisher's contact, copyright statement, ownership of copyright, edition, year of publication and ISBN.	The copyright page is appropriately placed and contains the publisher's contact; but copyright statement, ownership of copyright, edition, year of publication and ISBN are missing.	The copyright page is appropriately placed, contains the publisher's contact, copyright statement and ownership of copyright; but book edition, year of publication and ISBN are missing.	The copyright page is appropriately placed and contains all vital information such as the Publisher's contact, copyright statement, year of publication, ISBN, ownership of copyright and edition statement.	
<b>5</b>	Required information on the Table of Contents and pages	The book contains table of contents and pages: listing the chapters or units or modules, but no index, appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, but no appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix but no references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix references or bibliography but no glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	
<b>6</b>	Required information on the Preface	The book does not contain the preface at all	The book contains the preface that is not written by the author(s)	The book contains the preface written by the author(s) and talks about the	The book contains the preface written by the author(s), talks about the contents of the book,	The book contains the preface written by the author(s), talks about the contents of the book, in a concise	

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
				contents of the book, but poorly written	in a way that is not too clear	and understandable manner	
7	Required Information on the Acknowledgement page	The book does not contain acknowledgements page.	The book contains acknowledgements page that does not acknowledge all those who have contributed to the success of the publication from manuscript, graphic design, production and marketing etc.	The book contains acknowledgements page that acknowledged those who have contributed to the success of the publication from manuscript, graphic design but not production and marketing etc.	The book contains acknowledgements page that acknowledged those who have contributed to the success of the publication from manuscript, graphic design, and production but not marketing etc.	The book contains acknowledgements page that acknowledged all those who have contributed to the success of the publication from manuscript, graphic design, production and marketing etc.	
8	Required information on the Foreword	The book does not contain a foreword page.	The book contains foreword page that is haphazardly written; not by an authority in the field of study, and without details like the importance of the books, its compliance with the curriculum and recommendation for the target audience.	The book contains foreword page that is well written; but not by an authority in the field of study; and without details of the importance of the books, its compliance with the curriculum and recommendation for the target audience.	The book contains foreword page that is well written by an authority in the field of study; but without details of the importance of the book, its compliance with the curriculum and recommendation for the target audience	The book contains foreword page that is written by an authority in the field of study detailing the importance of the books, its compliance with the curriculum and recommendation for the target audience.	



<b>Key Assessment Indicator: Arrangement of chapters, headings and sub-headings</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Consistency in the page layout, style and coherency of chapter headings and sub-headings across the book.	There is no Consistency in the page layout, style and coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout, but not in style and there is also poor coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout and style but poor coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout and style, good coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout and style, excellent coherency of chapter headings and sub-headings' location across the book	
2	The Chapters/Unit/Modules in a Book	Each chapter of the book has no introduction, subheadings, conclusion, exercises, or practice activities as applicable.	Each chapter of the book has introduction, but no subheadings, conclusion, exercises, or practice activities as applicable.	Each chapter of the book has introduction, subheadings but no conclusion, exercises, or practice activities as applicable.	Each chapter of the book has introduction, subheadings, conclusion but no exercises or practice activities as applicable	Each chapter of the book has introduction, subheadings, conclusion and exercises or practice activities as applicable	
3	Pagination of the body of the text	The book contains pagination but the pagination is skipped.	The book contains pagination but mixed up (central or recto verso)	The book contains pagination but not (central or recto verso)	The book contains pagination (central or recto verso), but not same font type and size	The book contains appropriate pagination (central or recto verso), font type and size – same as the text, and Arabic numerals is used.	
4	The book contains listing and itemization	The book contains listing and itemization of figures, but no images	The book contains listing and itemization of figures, images but no chapter headings	The book contains listing and itemization of figures, images and chapter headings but not consistent or sequential.	The book contains listing and itemization of figures, images and chapter headings are consistent but not sequential.	The book contains listing and itemization of figures, images and chapter headings are consistent and sequential.	

<b>Key Assessment Indicator: Arrangement of chapters, headings and sub-headings</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
5	The book contains end matters	The book does not contain end matters	The book contains end matters; but the end matters are without glossary, definitions for difficult words/terms, index and appendices.	The book contains end matters with glossary or definitions for difficult words/terms, but without index and appendices.	The book contains end matters with glossary or definitions for difficult words/terms and the index but the appendices are missing.	The book contains end matters with a glossary or definitions for difficult words/terms, index and appendices.	
6	The correctness of the end matters	The book does not contain correct end matters.	The book contains few incorrect glossary or definitions for difficult words/terms, but with errors in index and appendices.	The book contains correct glossary or definitions for difficult words/terms; but with errors in index and appendices.	The book contains correct glossary or definitions for difficult words/terms and index; but errors in the appendices.	The book contains correct glossary or definitions for difficult words/terms, index and the appendices.	

<b>Key Assessment Indicator: Visual appearance and readability of texts</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	<p><b>Font type and size are appropriate for intended class level/target audience.</b></p> <p><b>Note: -</b></p> <ul style="list-style-type: none"> <li>• Appropriate font types include user friendly fonts like Times new Roman, Helvetica, Arial and Comic Sans.</li> <li>• Appropriate font sizes range for class levels: <ul style="list-style-type: none"> <li>○ Primary 1-3 (16 and above points)</li> <li>○ Primary 4-6 (14-16 points)</li> <li>○ JS 1- 3 (12-14 points).</li> </ul> </li> </ul>	Font type and size used for Headings, subheadings, bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings are appropriate; but font type and size used for the sub-headings, bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings and are sub-headings are appropriate; but font type and size used for the bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings, sub-headings and bullets are appropriate; but the font type and size used for texts are not appropriate for intended class level/target audience.	Font type and size used throughout the book for headings, sub-headings, bullets and texts are appropriate for intended class level/target audience.	
<b>2</b>	There is consistency in the formatting and alignment of Headings, subheadings, bullets and text.	There is no consistency in the formatting of text and alignment of Headings, subheadings and bullets.	Very few chapters show consistency in formatting of text, but not in the alignment of Headings, subheadings and bullets.	Many chapters show consistency in formatting of texts, but not in the alignment of Headings, subheadings and bullets.	Many chapters show consistency in formatting of texts and the alignment of Headings, subheadings; but not in the alignment of bullets.	All chapters in the book show consistency in the formatting of text and alignment of Headings, subheadings and bullets.	
<b>3</b>	Colours are appropriately used and appealing to the target audience	Colours in the book are neither appropriate, clear nor visually	Colours in some chapters are appropriate, but neither clear nor visually	Colours in some chapters are appropriate and clear but not visually	Colours in some chapters are appropriate, clear and	Colours used in all chapters are appropriate, clear and visually	

<b>Key Assessment Indicator: Visual appearance and readability of texts</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
		appealing to the target audience.	appealing to the target audience.	appealing to the target audience.	visually appealing to the target audience.	appealing to the target audience.	
<b>4</b>	Images used are clear, of high quality, appropriate to subject matter.	Images in all chapters are neither clear nor of high quality, and are not appropriate to subject matter.	Images in few chapters are clear but not of high quality and are not appropriate to subject matter.	Images in most chapters are clear and of high quality, but not appropriate to subject matter.	Images in most chapters are clear, of high quality, and appropriate to subject matter.	Images in all chapters are clear, of high quality, appropriate to subject matter.	

<b>Key Assessment Indicator: Paper grammage, book weight, binding and finishing</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	<p>Book meets the required standard for book weight, print clarity, sharpness, paper grammage and colour.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Paper grammage: - not less than 80 grammes.</li> <li>• Book Weight:- not more than 220grammes.</li> </ul>	<p>Texts in the book are not clear, not readable and are on off-white paper; paper grammage is less than 80 grammes; and book weight is about 70% different from the required standard.</p>	<p>Texts in the book are clear and readable; are printed on off-white paper. Paper grammage is less than 80 grammes; and book weight is about 50% different from the required standard.</p>	<p>Texts in the book are clear and readable; are printed on off-white paper. Paper grammage is less than 80 grammes; and book weight is about 50% different from the required standard.</p>	<p>Texts in the book are clear, readable and are printed on white paper. Paper grammage is less than 80 grammes; and book weight is about 10% different from the required standard.</p>	<p>Texts in the book are clear, readable and are printed on white paper. Paper grammage is about 80 grammes; and book weight is about 5% different from the required standard.</p>	
2	<p>Meet the required binding type and standard.</p> <p><b>Binding specifications:</b></p> <ul style="list-style-type: none"> <li>• About 100 pages book:- Saddle Binding or Side Binding.</li> <li>• Above 100 - Perfect Binding, not smeared with stay marks.</li> </ul>	<p>The book is rough, poorly bound, with a sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat, but poorly bound, with a sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat and well-bound, but with the sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat, well bound with the recommended binding type, but smeared with glue globs.</p>	<p>The book is neat and well bound. Binding is perfect type and not smeared with glue globs.</p>	
3	<p>Finishing meets the required standard.</p> <p><b>Note:</b> Finishing specification: -</p>	<p>Book cover design is neither neatly inked, nor free of bends, tears, stains,</p>	<p>Book cover design is neatly inked, but not free of bends, tears, stains, smudges, stay</p>	<p>Book cover design is neatly inked and free of bends and tears; but with lots of stains, smudges,</p>	<p>Book cover design is neatly inked, free of bends, tears and stains; but with lots of smudges, stay</p>	<p>Book finished with neatly inked cover, free of bends, tears, stains, smudges, stay</p>	

<b>Key Assessment Indicator: Paper grammage, book weight, binding and finishing</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
	<ul style="list-style-type: none"> <li>● Neatly inked in cover design</li> <li>● Free of blends</li> <li>● Free of tears and stains</li> <li>● Free of smudges stay marks, wrinkles and cut</li> </ul>	smudges, stay marks, wrinkles and cuts.	marks, wrinkles and cuts.	stay marks, wrinkles and cuts.	marks, wrinkles and cuts.	marks, wrinkles and cuts.	

<b>Key Assessment Indicator: Portability (Volume)</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	The number of pages in the book is within the required range.	The number of pages in the book is about 70% different from the required range.	The number of pages in the book is about 50% different from the required range.	The number of pages in the book is about 30% different from the required range.	The number of pages in the book is about 10% different from the required range.	The number of pages in the book is about 5% different from the required range.	
<b>2</b>	The size and dimension of the book is within the specified range.	Variation in the size and dimensions of the book is about 70% different from the specified range.	Variation in the size and dimensions of the book is about 50% different from the specified range.	Variation in the size and dimensions of the book is about 30% different from the specified range.	Variation in the size and dimensions of the book is about 10% different from the specified range.	Variation in the size and dimensions of the book is about 5% different from the specified range.	

**THIS SECTION IS APPLICABLE TO ELECTRONIC RESOURCES ONLY****PILLAR 4: Design and Physical Features of E-Learning Resources**

<b>Key Assessment Indicator: Typography</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Consistency in the use of fonts type in the e-learning resource including headings, subheadings and bullets. <b>Note: Standard e-learning resource fonts size is 11 – 14points.</b>	There is no consistency in the font size used throughout the e-learning resource.	There is consistency in the use of font size in the body of the resource except for heading, subheadings and bullets.	There is consistency in font size used in the body of the e-learning resource including the headings except subheadings and bullets.	There is consistency in font size used in the body of the e-learning resource including the headings and subheadings except for bullets.	There is consistency in font size used in the body of the e-learning resource including the headings, subheadings and bullets.	
	Consistency in the alignment of the e-learning resource including headings, subheadings and bullets.	There is no consistency in the alignment of the e-learning resource including headings, subheadings and bullets.	There is consistency in the alignment of the e-learning resource but not in the headings, subheadings and bullets.	There is consistency in the alignment of the e-learning resource and headings but not in the subheadings and bullets.	There is consistency in the alignment of the e-learning resource including the headings and subheadings except the bullets.	There is consistency in the alignment of the e-learning resource including the headings, subheadings and the bullets.	
2	Colours are well integrated into the e-learning resource layout.	There is no consistency in the use of colours throughout the e-resource layout. Colours affect readability and visual appearance.	There is consistency in the use of colours, but colours are not appropriate and affect readability and visual appearance.	There is consistency in the use of colours and colours are appropriate but negatively affect readability and visual appearance.	There is consistency in the use of colours; colours are appropriate and do not affect readability; but negatively affects visual appearance.	There is consistency in the use of colours; colours are appropriate and positively affect readability and visual appearance.	



<b>Key Assessment Indicator: Multimedia representation &amp; appropriateness</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Multimedia (i.e. animations, graphics, images, videos, etc.) used are relevant to the Nigerian context	All animations, graphics, images and videos used in the e-resource are not relevant to the Nigerian context	Few of the animations, graphics, images and videos used in the e-resource are relevant to the Nigerian context	Many of the animations, graphics, images and videos used in the e-resource are relevant to the Nigerian context	Most of the animations, graphics, images and videos used in the e-resource are relevant to the Nigerian context	All the animations, graphics, images and videos used in the e-resource are relevant to the Nigerian context.	
2	Multimedia (animations, graphics, images, videos) used are suitable for the target audience.	All the multimedia used are not suitable for the target audience	Few of the multimedia used are suitable for the target audience.	Many of the multimedia suitable for the target audience.	Most of the multimedia are not suitable for the target audience.	All the multimedia used are suitable for the target audience.	

<b>Key Assessment Indicator: Cross-platform</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	The E-learning application is mobile device friendly.	E-learning application cannot be accessed on any mobile device.	E-learning applications can be accessed on any mobile devices; with only few core features are functional and operational.	E-learning applications can be accessed on any mobile devices; with many functional and operational core features.	E-learning applications can be accessed on any mobile devices; with most functional and operational core features.	E-learning applications can be accessed on any mobile device with all core features are functional and operational.	
<b>2</b>	The E-learning application is cross-platform	The application cannot run on any environment;	The application runs only on standalone environment;	The application runs only on network environment;	The application runs on standalone and network environments	The application runs on standalone, network environment as well as mobile devices;	

<b>Key Assessment Indicator: Multimedia Quality and Requirements</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Audio is loud and clear	Audio is too loud, not clear, incoherent and filled with accent.	Audio is audible loud, but not clear, incoherent and filled with accent.	Audio is audible loud, clear, but incoherent and filled with accent.	Audio is audible loud, clear, coherent, but filled with accent	Audio is audible loud, clear, coherent and with minimal accent.	
<b>2</b>	Videos quality, transitioning, and image resolutions in the e-learning resource are good in all devices.	Video quality, transitioning and image resolution are poor on all devices.	Video quality is good, but transitioning and image resolution are poor in most devices.	Video quality and transitioning are good; but with poor image resolution in most devices.	Video quality, transitioning and image resolution are good in most devices.	Video quality, transitioning and image resolution are good on all devices.	

S/N	Key Assessment Indicator: Speech/speaking proficiency and body movement (audio and video)						Remarks
	Rubrics	1	2	3	4	5	
1.	The gestures are appropriate to the context and speech	Gestures are generally not appropriate to the context and speech.	Gestures are appropriate in few instances to the context and speech	Gestures are fairly appropriate to context and speech	Gestures are mostly appropriate to context and speech	Gestures are generally appropriate to context and speech	
2.	Speaker's poise is balanced and well focused.	The speaker is generally sluggish, inactive and does not focus his/her eyes on viewers/audience (eye contact)	The speaker is fairly sluggish, inactive and does not focus his/her eyes on viewers/audience (eye contact)	The speaker is averagely vibrant, active and well positioned with his/her eyes on the viewers/audience (eye contact)	The speaker is mostly vibrant, active and well positioned at a place with his/her eyes on the viewers/audience (eye contact)	The speaker is extremely vibrant, active and well positioned at a place with his/her eyes on the viewers/audience (eye contact)	
3.	Pronunciations are correct (letter sounds, intonation and stress, rhythm, pausing and phrasing).	Pronunciations are generally not correct	Pronunciations are fairly correct.	Pronunciations are averagely correct.	Pronunciations are mostly correct	Pronunciations are generally correct	
4.	Loudness, tone, inflection and speed of voice are clear and appropriate	Voice is not audible as speed and clarity are inadequate	Voice is fairly audible, speed fairly adequate but not clear.	Voice is audible, speed adequate but not clear.	Voice is audible, speed adequate but fairly clear.	Voice is audible as speed and clarity are adequate.	

<b>Key Assessment Indicator: Application usability</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	The E-learning application is easy to deploy/install	The installation process of the software is complicated, not easy and requires technical person.	The installation process of the software is simple but long and may require technical person.	E-learning application requires minimal installation process; easy to deploy/install and does not require technical person.	E-learning application is very simple and easy to deploy/install and does not require technical person.	E-learning application requires no installation process.	
<b>2</b>	The E-learning application is easy to navigate ( i.e. easy to locate tools/contents)	E-learning application menu, sub-menu and quick-links are unintuitive and inconsistent, with all hyperlinks broken and interface not easy to navigate.	E-learning application menu, sub-menu and quick-links are intuitive, but inconsistent, with most hyperlinks broken; and interface not easy to navigate.	E-learning application menu, sub-menu and quick-links are intuitive and consistent, but with many broken hyperlinks and interface not easy to navigate.	E-learning application menu, sub-menu and quick-links are intuitive and consistent; but with few broken hyperlinks; interface not easy to navigate.	E-learning application menu, sub-menu and quick-links are intuitive, consistent across the resource; with no broken hyperlinks and interface easy to navigate.	
<b>3</b>	The E-learning application has functional User Interface elements	Most features are not working as expected.	Some features are not working as expected.	Majority of the features are working but some are not working as expected.	Majority of the features are working as expected.	All application features are working as expected.	
<b>4</b>	The E-learning application is reliable/stable (does not crash or malfunction)	E-learning application crashes or malfunctions frequently; no error handling.	E-learning application crashes or malfunctions frequently; error handling is poor.	E-learning application rarely crashes or malfunctions; error handling is poor.	E-learning application rarely crashes or malfunctions; there is coherent and effective error handling.	The E-learning application does not crash or malfunction.	

<b>Key Assessment Indicator: Application usability</b>							
<b>S/ No.</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
5	Easy to learn and master	E-learning application is very difficult to learn and master; There is no user's guide.	E-learning application requires a long time to learn and master; There is no user's guide.	E-learning application requires some time to learn and master; there is no user's guide.	E-learning application requires minimal time to learn and master; there is a user's guide.	E-learning application requires minimal time to learn and master; there is a comprehensive and easy to understand user's guide.	
6	The Response Time of the E-learning application is Quick	The Response Time of the E-learning application to user interaction is very slow and freezes frequently.	The Response Time of the E-learning application to user interaction is slow and rarely freezes.	The Response Time of the E-learning application to user interaction is adequate but does freezes occasionally.	The Response Time of the E-learning application to user interaction is adequate and does not freeze.	Response Time of the E-learning application to user interaction is quick and does not freeze.	
7	Technical support is available on the E-learning resource and application.	There is no provision for technical support, and feedback mechanism in the e-learning resource or application.	There are provisions for technical support but no feedback mechanism in the e-learning resource or application.	There are provisions for technical support in the e-learning resource or application, but the feedback mechanism is poor and not varied.	There are provisions for technical support in the e-learning resource or application; the feedback mechanism is poor but varied.	There are provisions for technical support in the e-learning resource or application, but the feedback mechanism is good and varied.	

<b>Key Assessment Indicator: Security of user data</b>							
<b>S/ No.</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Statement on data protection is clear and satisfy data confidentiality, security, transparency, transfer, storage and usage.	Data protection policy statement is not available.	Data protection policy statement captures only data confidentiality and data security requirements but no transparency, transfer protocol, storage and usage requirements.	Data protection policy statement captures only data confidentiality, data security and transparency requirements but no transfer protocol, storage and usage requirements.	Data protection policy statement captures only data confidentiality, data security transparency and transfer protocol requirements but no storage and usage requirements.	Data protection policy statement captures data confidentiality, security, transparency, transfer protocol, storage and usage requirements.	

**THIS SECTION IS APPLICABLE TO PRINT AND ELECTRONIC RESOURCES****Pillar 5: Cultural and Social Compliance**

<b>Key Assessment Indicator: Reflection of culture and values</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are appropriate and adequate.	Most of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are not appropriate and adequate.	Some of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are appropriate and adequate.	Many of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are appropriate and adequate.	Most of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are appropriate and adequate.	The names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identity are appropriate and adequate.	
2	Images, pictures, illustrations and drawings (persons, animals, objects or tools) are appropriate to Nigeria's cultural settings.	Most of the images, pictures, illustrations and drawings are not appropriate to Nigeria's cultural settings	Some of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings.	Many of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	Most of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	All the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	



<b>Key Assessment Indicator: Ethics, decency and morality</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The text and expressions are decent, ethical and in line with cultural norms and values.	The text and expressions are generally not decent, ethical and in line with cultural norms and values.	Some parts of the text and expressions are decent, ethical and in line with cultural norms and values.	Many parts of the text and expressions are decent, ethical and in line with cultural norms and values.	Most parts of the text and expressions are decent, ethical and in line with cultural norms and values.	All parts of the text and expressions are decent, ethical and in line with cultural norms and values.	
2	The resource is devoid of hate speech and incisive statements.	The resource generally contains incisive statements and elements of hate speech.	A few parts of the resource are devoid of incisive statements and elements of hate speech.	Many parts of the resource are devoid of incisive statements and elements of hate speech.	Most parts of the text are devoid of incisive statements and elements of hate speech.	The resource is generally devoid of incisive statements and elements of hate speech.	
3	The images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values. .	Most of the images, pictures, illustrations, videos and drawings are not decent and in line with cultural norms and values.	Some of the images, pictures, illustrations, videos, and drawings used are decent and in line with cultural norms and values.	Many of the images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values..	Most of the images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values.	The images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values.	

<b>Key Assessment Indicator: Respect for other people's cultures and rights</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The images, pictures, illustrations, videos and drawings respect people's rights, culture and identity.	Most of the images, pictures, illustrations, videos and drawings used in the text do not respect people's rights, culture and identity.	Some of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	Many of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	Most of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	All the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity	
2	The expressions respect people's rights, culture and identity.	Most of the expressions, in the text do not respect people's rights, culture and identity.	Some of the expressions in the text respect people's rights, culture and identity. .	Many of the expressions, in the text respect people's rights, culture and identity,	Most of the expressions in the text respect people's rights, culture and identity.	All of the expressions in the text respect people's rights, culture and identity.	

<b>Key Assessment Indicator: Gender sensitivity</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The images, pictures, illustrations, drawings are gender balanced and sensitive.	Most of the images, pictures, illustrations and drawings are not gender balanced and sensitive.	Some of the images, pictures, illustrations and drawings are gender balanced and sensitive.	Many of the images, pictures, illustrations and drawings are gender balanced and sensitive.	Most of the images, pictures, illustrations and drawings are gender balanced and sensitive.	All the pictures, illustrations, drawings, are gender balanced and sensitive.	
2	The expressions are gender balanced and sensitive.	Most of expressions in the text are not gender balanced and sensitive.	Some of the expressions, in the text are gender balanced and sensitive.	Many of the expressions, in the text are gender balanced and sensitive.	Most of the expressions, in the text are gender balanced and sensitive.	All the expressions, in the text are gender balanced and sensitive.	

<b>Key Assessment Indicator: Social and cultural inclusivity</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The resource promotes social and religious inclusivity.	The resource generally does not promote inclusivity in the use of images, pictures, drawings and illustrations.	The resource rarely promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource fairly promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource mostly promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource promotes inclusivity in the use of images, pictures, drawings and illustrations.	
2	The resource promotes cultural inclusivity.	The resource generally does not promote cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource rarely promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource fairly promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource mostly promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	

**THIS SECTION IS APPLICABLE TO LITERARY MATERIALS AND OTHER NON-SUBJECT SPECIFIC TEXT****Pillar 1: Language and style**

<b>Key Assessment Indicator: Spellings (use of letters)</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Spellings/ representation of words are correct for simple and complex words.	Spellings of simple words are fairly correct but mostly incorrect for complex words.	Spellings of simple words are mostly correct but mostly incorrect for complex words.	Spellings of simple words are mostly correct but fairly correct for complex words.	Spellings of simple and complex words are mostly correct.	Spellings of simple and complex words are generally correct.	
2.	There is compliance with spelling rules across the text.	Spelling rules are generally not complied with.	Spelling rules are fairly complied with.	Spelling rules are moderately complied with.	Spelling rules are mostly complied with.	Spelling rules are generally complied with.	
3.	The use of notations, symbols, figures and numbers are correct and appropriate.	The use of notations, symbols, figures and numbers in the text are generally incorrect and inappropriate.	The use of notation, symbols, figures and numbers in the text is fairly correct but not appropriate.	The notations, symbols, figures and numbers used in the text are averagely correct and appropriate.	The notations symbols, figures and numbers are predominantly correct but fairly appropriate.	The notations, symbols, figures and numbers are generally correctly and appropriately used in the text.	

<b>Key Assessment Indicator: Vocabulary/lexical accuracy</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Words and their meanings are correct and appropriate	Words and their meanings in the text are largely incorrect and inappropriate.	Words and their meanings in the text are fairly correct and appropriate.	Words and their meanings in the text are averagely correct and appropriate.	Words and their meaning in the text are largely correct and appropriate.	Words and their meanings are generally correct and appropriate.	
2.	Technical terms/ vocabularies/registers are correct, appropriate to content, subject area, and level of learners/readers	Technical terms and their meanings are generally not correct and inappropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are fairly correct but not appropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are averagely correct and appropriate to the content and subject area but not appropriate to level of learners/ readers.	Technical terms and their meanings are mostly correct and appropriate to the content, subject area and level of learners/readers.	Technical terms and their meanings are generally <u>correct</u> and appropriate <u>to</u> the content, subject area and level of learners/readers.	
3.	Correct representation of words and their expanded forms.	Words and their expanded forms are entirely incorrect.	Words and their expanded forms are largely incorrect.	Words and their expanded forms are fairly correct.	Words and their expanded forms are mostly correct.	Words and their expanded forms are entirely correct.	

<b>Key Assessment Indicator: Sentence structure and usage</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	Sentence structure, arrangement of words and logical meaning are correct.	Sentence structure, arrangement of words and logical meaning are generally not correct across the text.	Sentence structure and arrangement of words are fairly correct but not logical.	Sentence structure and arrangement of words are moderately correct but few are fairly logical.	The sentence structure and arrangement of words across the text are mostly correct and logical.	The sentence structure, arrangement of words and logical meaning are generally correct.	
2.	Sentences and use of words in sentences are grammatically correct	Sentences and use of words in sentences are generally incorrect	Sentences and use of words in sentences are fairly correct.	Sentences and use of words in sentences are moderately correct.	Sentences and use of words in sentences are mostly correct.	Sentences and use of words in sentences are generally correct.	
3.	The use of phrases and clauses are correct and appropriate.	The use of phrases and clauses are generally incorrect and inappropriate.	The use of phrases and clauses are generally correct but not appropriate.	The use of phrases and clauses are fairly correct and appropriate.	The use of phrases and clauses are mostly correct and appropriate.	The use of phrases and clauses are generally correct and appropriate.	

<b>Key Assessment Indicator: Style and logic</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	The style is Simple, intelligible and comprehensible.	The style is generally difficult, unintelligible and incomprehensible.	The style is fairly simple, intelligible and comprehensible.	The style is averagely simple, intelligible and comprehensible.	The style is largely simple, intelligible and comprehensible.	The style is entirely simple, intelligible and comprehensible.	
2.	The length of the sentences and use of punctuations are appropriate.	The length of the sentences and use of punctuations are generally not appropriate	The length of the sentences and use of punctuations are fairly appropriate	The length of the sentences and use of punctuations are averagely appropriate	The length of the sentences and use of punctuations are mostly appropriate	The length of the sentences and use of punctuations are entirely appropriate	
3.	The style is based on recognised standard form	The style is generally not based on recognised standard form.	The style is fairly based on recognized standard form.	The style is averagely based on recognised standard form.	The style is mostly based on recognised standard form.	The style is generally based on recognised standard form.	
4.	The style is relevant to context, subject area and level of readers	The style is generally not relevant to the context, subject area and level of learners/readers.	The style is fairly relevant to the subject area but not relevant to the context and level of learners/readers.	The style is averagely relevant to the context, subject area and level of learners/readers.	The style is mostly relevant to the context, subject area and level of learners/readers.	The style is generally relevant to the context, subject area and level of learners/readers.	
5.	The flow of ideas, concepts and principles are clear and consistent.	The flow of ideas, concepts and principles are generally not clear and consistent within paragraphs and across chapters.	The flow of ideas, concepts and principles are fairly consistent and clear within paragraphs but not across chapters.	The flow of ideas, concepts and principles are fairly consistent, clear and logical within paragraphs and across chapters.	The flow of ideas, concepts and principles are mostly clear and consistent within paragraphs and across chapters.	The flow of ideas, concepts and principles are clear and consistent within paragraphs and across chapters.	



**Pillar 2: Design and Physical Features of Print Resource**

<b>Key Assessment Indicator: Cover design</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Cover Page and Title	The title on the cover page is not appropriate, clear, bold, colourful or visually appealing.	The title on the cover page is appropriate and clear but not bold, colourful or visually appealing.	The title on the cover page is appropriate, clear and bold but not colourful or visually appealing.	The title on the cover page is appropriate, clear, bold and colourful, but not visually appealing.	The title on the cover page is appropriate, clear, bold, colourful and visually appealing.	
<b>2</b>	Illustrations on the cover.	The cover does not contain relevant and appropriate illustrations. Illustrations are not visually attractive for the target audience.	The cover contains illustration, but the illustrations are neither relevant, visually attractive, nor appropriate for the target audience.	The cover contains relevant illustrations, but the illustrations are neither visually attractive nor appropriate for the target audience.	The cover contains relevant illustrations that are visually attractive but not appropriate for the target audience	The cover contains relevant illustrations that are visually attractive and appropriate for the target audience.	
<b>3</b>	Cover Page contains the name(s) of the author(s) and logo of the publisher.	The cover page does not contain the name of author(s) and publisher's logo.	The cover page contains only the name of author(s) without publisher's name and logo.	The cover page contains the name(s) of author(s) and publisher; but does not contain publishers' logo.	The cover page contains the name(s) of author(s) and publisher; but the publisher's logo is not strategically placed.	The cover page contains the name(s) of author(s) and publisher; the publisher's logo is strategically placed.	

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Completeness, numbering and ordering (i.e. title page followed by copyright page, foreword, preface, acknowledgement and table of contents) of Preliminary pages.	The preliminary pages are incomplete and wrongly arranged; without page numbers.	The preliminary pages are complete but wrongly arranged; page numbers are either missing, skipped or wrongly numbered.	The preliminary pages are complete and correctly arranged; page number are present but not serial, and are in Arabic numerals.	The preliminary pages are complete and correctly arranged; page number are present and serial, but in Arabic numerals.	The preliminary pages are complete and correctly arranged; page number are present, serial and in Arabic numerals.	
2	Design and contents of the title page contains the book title.	The resource has no title page, or the title page is wrongly place.	The resource has a title page that is appropriately placed but does not carry the title of the book.	The resource has a title page that is appropriately placed and contains the title of the book; but the title is neither bold, nor clear, or visually appealing.	The resource has a title page that is appropriately placed and contains the title of the book; the title is bold, but blurred and not visually appealing.	The resource has a title page that is appropriately placed and contains the title of the book; the title is bold, clear and visually appealing.	
3	The title page contains the name(s) of the author(s), publisher	The resource either has no title page; or the title page is wrongly placed and does not contain the name(s) of author(s) and publisher's imprints.	The resource has a title page that is appropriately placed but blurred; and neither contains the name(s) of author(s) nor the publisher's imprints.	The resource has a title page that is appropriately placed and clear; but neither contains the name(s) of author(s) nor the publisher's imprints.	The resource has a title page that is appropriately placed and clear; but only contains the name(s) of author(s) without the publisher's imprints.	The resource has a title page that is clear, appropriately placed and contains the name(s) of author(s) and publisher's imprints.	
4	Copyright information and ISBN.	The copyright page is either missing, wrongly placed and does not contain the publisher's contact. Copyright statement, ownership of copyright, edition, year	The copyright page is appropriately placed; but does not contain the publisher's contact, copyright statement, ownership of	The copyright page is appropriately placed and contains the publisher's contact; but copyright statement, ownership of copyright, edition,	The copyright page is appropriately placed, contains the publisher's contact, copyright statement and ownership of copyright; but book	The copyright page is appropriately placed and contains all vital information such as the Publisher's contact, copyright statement, year of	

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
		of publication and ISBN are also missing.	copyright, edition, year of publication and ISBN.	year of publication and ISBN are missing.	edition, year of publication and ISBN are missing.	publication, ISBN, ownership of copyright and edition statement.	
<b>5</b>	<sup>1</sup> Required information on the Table of Contents and pages	The book does not contain table of contents and pages: listing the chapters or units or modules, but no index, appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, but no appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix but no references or bibliography and glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix references or bibliography but no glossaries as end matters for senior and tertiary education resources.	The book contains table of contents and pages: listing the chapters, units or modules, index, appendix, references or bibliography and glossaries as end matters for senior and tertiary education resources.	
<b>6</b>	Required information on the Preface	The book does not contain the preface at all	The book contains the preface that is not written by the author(s)	The book contains the preface written by the author(s) and talks about the contents of the book, but poorly written	The book contains the preface written by the author(s), talks about the contents of the book, in a way that is not too clear	The book contains the preface written by the author(s), talks about the contents of the book, in a concise and understandable manner	
<b>7</b>	Required Information on the Acknowledgement page	The book does not contain acknowledgements page.	The book contains acknowledgements page that does not acknowledged all those who have contributed to the success of the	The book contains acknowledgements page that acknowledged those who have contributed to the success of the publication from	The book contains acknowledgements page that acknowledged those who have contributed to the success of the	The book contains acknowledgements page that acknowledged all those who have contributed to the success of the	

<sup>1</sup> Assessment index is only applicable to senior secondary and tertiary education level text.

<b>Key Assessment Indicator: Arrangement, contents and design of preliminary pages</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
			publication from manuscript, graphic design, production and marketing etc.	manuscript, graphic design but not production and marketing etc.	publication from manuscript, graphic design, and production but not marketing etc.	publication from manuscript, graphic design, production and marketing etc.	
8	Required information on the Foreword	The book did not contain a forward page.	The book contains forward page that is haphazardly written; not by an authority in the field of study, and without details like the importance of the books, its compliance with the curriculum and recommendation for the target audience.	The book contains forward page that is well written; but not by an authority in the field of study; and without details of the importance of the books, its compliance with the curriculum and recommendation for the target audience.	The book contains forward page that is well written by an authority in the field of study; but without details of the importance of the book, its compliance with the curriculum and recommendation for the target audience	The book contains forward page that is written by an authority in the field of study detailing the importance of the books, its compliance with the curriculum and recommendation for the target audience.	

<b>Key Assessment Indicator: Arrangement of chapters, headings and sub-headings</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Consistency in the page layout, style and coherency of chapter headings and sub-headings across the book.	Consistency in the page layout, style and coherency of chapter headings and sub-headings across the book.	There is no Consistency in the page layout, style and coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout, but not in style and there is also poor coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout and style but poor coherency of chapter headings and sub-headings' location across the book.	There is consistency in the page layout and style, good coherency of chapter headings and sub-headings' location across the book.	
2	Pagination of the body of the text	The book contains pagination, but the pagination is skipped.	The book contains pagination but mixed up (central or recto verso)	The book contains pagination but not (central or recto verso)	The book contains pagination (central or recto verso), but not same font type and size	The book contains appropriate pagination (central or recto verso), font type and size – same as the text, and Arabic numerals is used).	
3	The book contains end matters	The book does not contain end matters	The book contains end matters; but the end matters are without glossary, definitions for difficult words/terms, index and appendices.	The book contains end matters with glossary or definitions for difficult words/terms, but without index and appendices.	The book contains end matters with glossary or definitions for difficult words/terms and the index but the appendices are missing.	The book contains end matters with a glossary or definitions for difficult words/terms, index and appendices.	
4	The correctness of the end matters	The book does not contain correct end matters.	The book contains few incorrect glossary or definitions for difficult words/terms, but with errors in index and appendices.	The book contains correct glossary or definitions for difficult words/terms; but with errors in index and appendices.	The book contains correct glossary or definitions for difficult words/terms and index; but errors in the appendices.	The book contains correct glossary or definitions for difficult words/terms, index and the appendices.	

<b>Key Assessment Indicator: Visual appearance and readability of texts</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Font type and size are appropriate for intended class level/target audience. <b>Note: -</b> <ul style="list-style-type: none"> <li>• Appropriate fonts types include user friendly fonts like Times new Roman, Helvetica, Arial and Comic Sans.</li> <li>• Appropriate font sizes range between 11 – 14 points.</li> </ul>	Font type and size used for headings, subheadings, bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings are appropriate; but font type and size used for the sub-headings, bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings and are sub-headings are appropriate; but font type and size used for the bullets and texts are not appropriate for intended class level/target audience.	Font type and size used for headings, sub-headings and bullets are appropriate; but the font type and size used for texts are not appropriate for intended class level/target audience.	Font type and size used throughout the book for headings, sub-headings, bullets and texts are appropriate for intended class level/target audience.	
<b>2</b>	There is consistency in the formatting and alignment of Headings, subheadings, bullets and text.	There is no consistency in the formatting of text and alignment of Headings, subheadings and bullets.	Very few chapters show consistency in formatting of text, but not in the alignment of Headings, subheadings and bullets.	Many chapters show consistency in formatting of texts, but not in the alignment of Headings, subheadings and bullets.	Many chapters show consistency in formatting of texts and the alignment of Headings, subheadings; but not in the alignment of bullets.	All chapters in the book show consistency in the formatting of text and alignment of Headings, subheadings and bullets.	
<b>3</b>	Colours are appropriately used and appealing to the target audience	Colours in the book are neither appropriate, clear nor visually appealing to the target audience.	Colours in some chapters are appropriate, but neither clear nor visually appealing to the target audience.	Colours in some chapters are appropriate and clear but not visually appealing to the target audience.	Colours in some chapters are appropriate, clear and visually appealing to the target audience.	Colours used in all chapters are appropriate, clear and visually appealing to the target audience.	

<b>Key Assessment Indicator: Visual appearance and readability of texts</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>4</b>	Images used are clear, of high quality, appropriate to subject matter.	Images in all chapters are neither clear nor of high quality, and are not appropriate to subject matter.	Images in few chapters are clear but not of high quality and are not appropriate to subject matter.	Images in most chapters are clear and of high quality, but not appropriate to subject matter.	Images in most chapters are clear, of high quality, and appropriate to subject matter.	Images in all chapters are clear, of high quality, appropriate to subject matter.	

<b>Key Assessment Indicator: Paper grammage, book weight, binding and finishing</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	<p>Book meets the required standard for book weight, print clarity, sharpness, paper grammage and colour.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Paper grammage: - not less than 80 grammes.</li> <li>• Book Weight:- not more than 220grammes.</li> </ul>	<p>Texts in the book are not clear, not readable and are on off-white paper; paper grammage is less than 80 grammes; and book weight is about 70% different from the required standard.</p>	<p>Texts in the book are clear and readable; are printed on off-white paper. Paper grammage is less than 80 grammes; and book weight is about 50% different from the required standard.</p>	<p>Texts in the book are clear and readable; are printed on off-white paper. Paper grammage is less than 80 grammes; and book weight is about 50% different from the required standard.</p>	<p>Texts in the book are clear, readable and are printed on white paper. Paper grammage is less than 80 grammes; and book weight is about 10% different from the required standard.</p>	<p>Texts in the book are clear, readable and are printed on white paper. Paper grammage is about 80 grammes; and book weight is about 5% different from the required standard.</p>	
2	<p>Meet the required binding type and standard.</p> <p><b>Binding specifications:</b></p> <ul style="list-style-type: none"> <li>• About 100 pages book:- Saddle Binding or Side Binding.</li> <li>• Above 100 - Perfect Binding, not smeared with stay marks.</li> </ul>	<p>The book is rough, poorly bound, with a sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat, but poorly bound, with a sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat and well-bound bound, but with the sub-standard binding type that is smeared with glue globs.</p>	<p>The book is neat, well bound with the recommended binding type, but smeared with glue globs.</p>	<p>The book is neat and well bound. Binding is perfect type and not smeared with glue globs.</p>	
3	<p>Finishing meets the required standard.</p> <p><b>Note:</b> Finishing specification: -</p> <ul style="list-style-type: none"> <li>• Neatly inked in cover design</li> <li>• Free of blends</li> <li>• Free of tears and stains</li> <li>• Free of smudges stay marks, wrinkles and cut</li> </ul>	<p>Book cover design is neither neatly inked, nor free of bends, tears, stains, smudges, stay marks, wrinkles and cuts.</p>	<p>Book cover design is neatly inked, but not free of bends, tears, stains, smudges, stay marks, wrinkles and cuts.</p>	<p>Book cover design is neatly inked and free of bends and tears; but with lots of stains, smudges, stay marks, wrinkles and cuts.</p>	<p>Book cover design is neatly inked, free of bends, tears and stains; but with lots of smudges, stay marks, wrinkles and cuts.</p>	<p>Book finished with neatly inked cover, free of bends, tears, stains, smudges, stay marks, wrinkles and cuts.</p>	



<b>Key Assessment Indicator: Portability (Volume)</b>							
<b>S/ N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	The number of pages in the book is within the required range.	The number of pages in the book is about 70% different from the required range.	The number of pages in the book is about 50% different from the required range.	The number of pages in the book is about 30% different from the required range.	The number of pages in the book is about 10% different from the required range.	The number of pages in the book is about 5% different from the required range.	
<b>2</b>	The size and dimension of the book is within the specified range.	Variation in the size and dimensions of the book is about 70% different from the specified range.	Variation in the size and dimensions of the book is about 50% different from the specified range.	Variation in the size and dimensions of the book is about 30% different from the specified range.	Variation in the size and dimensions of the book is about 10% different from the specified range.	Variation in the size and dimensions of the book is about 5% different from the specified range.	

**Pillar 3: Cultural and Social Compliance**

<b>Key Assessment Indicator 1. Reflection of culture and values</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	Names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are appropriate and adequate.	Most of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are not appropriate and adequate.	Some of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are appropriate and adequate.	Many of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are appropriate and adequate.	Most of the names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are appropriate and adequate.	The names and mention of persons, places and physical/geographical features within Nigeria's settings and cultural identify are appropriate and adequate.	
2	<sup>2</sup> Images, pictures, illustrations and drawings (persons, animals, objects or tools) are appropriate to Nigeria's cultural settings.	Most of the images, pictures, illustrations and drawings are not appropriate to Nigeria's cultural settings	Some of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings.	Many of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	Most of the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	All the images, pictures, illustrations and drawings are appropriate to Nigeria's cultural settings	

<sup>2</sup> Note that this assessment index may not be applicable to all literary materials

<b>Key Assessment Indicator: Ethics, decency and morality</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The text and expressions are decent, ethical and in line with cultural norms and values.	The text and expressions are generally not decent, ethical and in line with cultural norms and values.	Some parts of the text and expressions are decent, ethical and in line with cultural norms and values.	Many parts of the text and expressions are decent, ethical and in line with cultural norms and values.	Most parts of the text and expressions are decent, ethical and in line with cultural norms and values.	All parts of the text and expressions are decent, ethical and in line with cultural norms and values.	
2	The resource is devoid of hate speech and incisive statements.	The resource generally contains incisive statements and elements of hate speech.	A few parts of the resource are devoid of incisive statements and elements of hate speech.	Many parts of the resource are devoid of incisive statements and elements of hate speech.	Most parts of the text are devoid of incisive statements and elements of hate speech.	The resource is generally devoid of incisive statements and elements of hate speech.	
3	<sup>3</sup> The images pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values. .	Most of the images, pictures, illustrations, videos and drawings are not decent and in line with cultural norms and values.	Some of the images, pictures, illustrations, videos, and drawings used are decent and in line with cultural norms and values.	Many of the images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values..	Most of the images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values.	The images, pictures, illustrations, videos and drawings used are decent and in line with cultural norms and values.	

<sup>3</sup> Note that this assessment index may not be applicable to all literary materials

<b>Key Assessment Indicator: Respect for other people's cultures and rights</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	<sup>4</sup> The images, pictures, illustrations, videos and drawings respect people's rights, culture and identity.	Most of the images, pictures, illustrations, videos and drawings used in the text do not respect people's rights, culture and identity.	Some of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	Many of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	Most of the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	All the images, pictures, illustrations, videos and drawings used in the text respect people's rights, culture and identity.	
2	The expressions respect people's rights, culture and identity.	Most of the expressions, in the text do not respect people's rights, culture and identity.	Some of the expressions in the text respect people's rights, culture and identity. .	Many of the expressions, in the text respect people's rights, culture and identity,	Most of the expressions in the text respect people's rights, culture and identity.	All the expressions in the text respect people's rights, culture and identity.	

<sup>4</sup> Note that this assessment index may not be applicable to all literary materials

<b>Key Assessment Indicator: Gender sensitivity</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The images, pictures, illustrations, drawings are gender balanced and sensitive.	Most of the images, pictures, illustrations and drawings are not gender balanced and sensitive.	Some of the images, pictures, illustrations and drawings are gender balanced and sensitive.	Many of the images, pictures, illustrations and drawings are gender balanced and sensitive.	Most of the images, pictures, illustrations and drawings are gender balanced and sensitive.	All the pictures, illustrations, drawings, are gender balanced and sensitive.	
2	The expressions are gender balanced and sensitive.	Most of expressions in the text are not gender balanced and sensitive.	Some of the expressions, in the text are gender balanced and sensitive.	Many of the expressions, in the text are gender balanced and sensitive.	Most of the expressions, in the text are gender balanced and sensitive.	All the expressions, in the text are gender balanced and sensitive.	

<b>Key Assessment Indicator: Social and cultural inclusivity</b>							
<b>S/N</b>	<b>Measurement indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1	The resource promotes social and religious inclusivity.	The resource generally does not promote inclusivity in the use of images, pictures, drawings and illustrations.	The resource rarely promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource fairly promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource mostly promotes inclusivity in the use of images, pictures, drawings and illustrations.	The resource promotes inclusivity in the use of images, pictures, drawings and illustrations.	
2	The resource promotes cultural inclusivity.	The resource generally does not promote cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource rarely promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource fairly promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource mostly promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	The resource promotes cultural inclusivity in the use of images, pictures, drawings and illustrations.	

<b>Key Assessment Indicator: Design, theme, form and characters</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>1</b>	Content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	Content difficulty level is not appropriate and suitable in most cases for the maturity, age and development level of learners.	In some cases, the content difficulty level is not appropriate and suitable for the maturity, age and development level of learners.	In many cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	In most cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	In all cases, content difficulty level is appropriate and suitable for the maturity, age and development level of learners.	
<b>2</b>	The theme is within the repertoire of common and popular (good, evil, love, redemption, courage, family, power, hope, despair, loneliness, friendship, fate) relative to the development of learners.	The theme is generally not within the repertoire of common and popular relative to the level of the learners.	The theme is fairly within the repertoire of common and popular relative to the level of the learners.	The theme is averagely within the repertoire of common and popular relative to the level of the learners.	The theme is mostly within the repertoire of common and popular relative to the level of the learners.	The theme is generally within the repertoire of common and popular relative to the level of the learners.	
<b>3</b>	The use of form (poetry, drama and prose) is appropriate and suitable for learners' understanding of the genre and it eases their understanding of the theme.	The form is generally not appropriate and suitable for learners' understanding of the genre and it does not ease their understanding of the theme.	The form is only appropriate and suitable for learners' understanding of the genre in some cases but does not ease their understanding of the theme.	The form, in many cases, is appropriate and suitable for learners' understanding of the genre and to great extent eases their understanding of the theme.	The form, in most cases, is appropriate and suitable for learners' understanding of the genre and it eases their understanding of the theme.	The form, in all cases, is appropriate and suitable for learners' understanding of the genre and it eases their understanding of the theme.	

<b>Key Assessment Indicator: Design, theme, form and characters</b>							
<b>S/N</b>	<b>Measurement Indices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
<b>4</b>	The characters are gender balanced, sensitive, free from stereotypes of any group of people and diverse in performing main or supporting roles.	The characters are not gender balanced, sensitive, free from stereotypes of a group of people and do not play different roles as main or supporting characters,	The characters, in some cases, are not gender balanced, sensitive, free from stereotypes of a group of people and are of equal role.	The characters are, in many cases, gender balanced, sensitive and free from stereotypes of any group of people and play different roles as main or supporting characters.	The characters are, in most cases, gender balanced, sensitive, free from stereotypes of any group of people and play different roles as main or supporting characters.	The characters are gender balanced, sensitive, free from stereotypes of any group of people and play different roles as main or supporting characters.	



### Project Management Team

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