

Review Guide: CDL (Commercial Driver's License)

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Welcome to the guide for Rebus open textbook reviewers. This guide is meant to help you give great, useful feedback on the open textbooks we are helping to develop. You are welcome to print this Google Doc, make a copy for yourself, or share with others.

Please read through sections below, and use this as a reference as you complete your review. If you have any questions, email the project lead.

Before We Begin

As we strive to work openly, all contributions made to this textbook will be licensed under a [CC BY 4.0 International License](#). Your name will be mentioned in the published version of the book as a reviewer.

No OER can serve all learners, so it is important to be aware of the context the book is meant to live in. Take a moment to read through the project summary to familiarize yourself with the book's purpose and audience before beginning your review.

About This OER

The structure that we would put together will ensure that the students receive comprehensive training to successfully obtain a Class A CDL license and begin a career in Commercial Driving.

Audience

CDL courses taught in LA and beyond. This will primarily be used for entry level drivers coming into the Transportation Industry. Secondly it could potentially be used to ensure that



businesses within the industry are up to date on the requirements for any aspect of transportation that they might need.

Core Components

If there were one single question your review should seek to answer, it should probably be:

“To what extent is the book successful in meeting the needs of its primary market?”

tonybates.ca

When reviewing drafts, also consider the following. (*Note: the second item of each criterion asks the reviewer to rate it on a scale of 1 to 5 (1 = very poor and 5 = excellent)*):

1. **Comprehensiveness:** The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary. How do you rate the book’s overall comprehensiveness?
2. **Content Accuracy:** Content is accurate, error-free and unbiased. Overall, how do you rate the accuracy of the content?
3. **Relevance Longevity:** Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement. Overall, how do you rate the relevance/longevity of the resource?
4. **Clarity:** The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used. Overall, how do you rate the clarity of the book?
5. **Consistency:** The text is internally consistent in terms of terminology and framework. How do you rate the overall consistency of the resource?
6. **Modularity:** The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized, and realigned with various subunits of a course without presenting much disruption to the reader. Overall, how do you rate the modularity of the text?
7. **Organization Structure Flow:** The topics in the text are presented in a logical, clear fashion. Overall, how do you rate the organization/structure/flow of the text?
8. **Interface:** The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader. Overall, how do you rate the textbook’s interface?
9. **Grammatical Errors:** The text contains no grammatical errors. How do you rate the grammar and spelling of the text?
10. **Diversity and Inclusion:** The text reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, religion. It does not include insensitive or offensive language in these areas. Overall, how do you rate the diversity and inclusion of the text?

This [rubric](#) was developed by [BCcampus Open Education](#). This work is licensed under a [Creative Commons Attribution 4.0 International](#) license. It is a derivative of the [Peer Review criteria](#) used by [Saylor Academy](#) which is a derivative of the review rubric by [College Open Textbooks](#) (<http://collegeopentextbooks.ning.com/page/review-2>))

Feedback

Project Specific Questions

This is where you can add guiding questions for reviewers that are specific to your project. This helps to draw their attention to any areas you think need particular consideration, and helps ensure the feedback you receive is valuable.

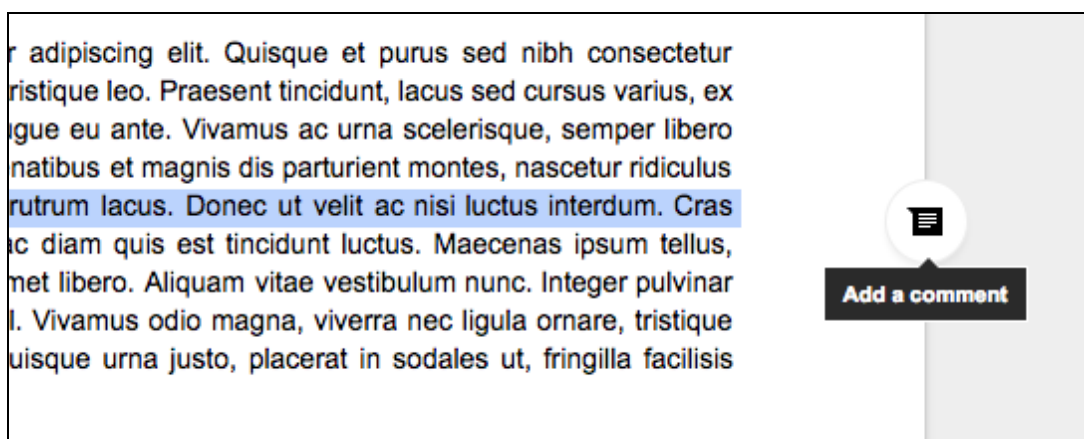
1. Are the roles each collaborator played clearly defined? Each member's contribution is impactful to the project.
2. Is the content focused on CDL guidelines specific to the state of Louisiana, as well as federal guidelines?
3. Are gender/sex/sexual orientation, racial, cultural, religious, age, disability, class, language and geographical diversities reflected in this resource?
4. Is the need that this project addresses clearly defined?

Leaving Feedback

Offer instructions on how to leave feedback: "Please leave feedback in the Google Doc using either the Comments tool or by providing feedback with the Suggestions tool."

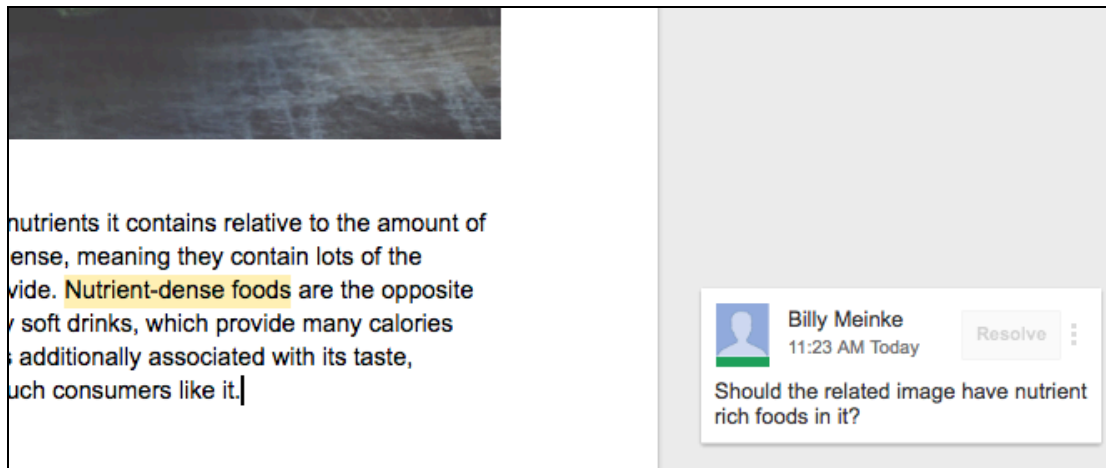
Commenting

Leave a comment in the document by selecting a portion of text, and clicking on the comment icon.



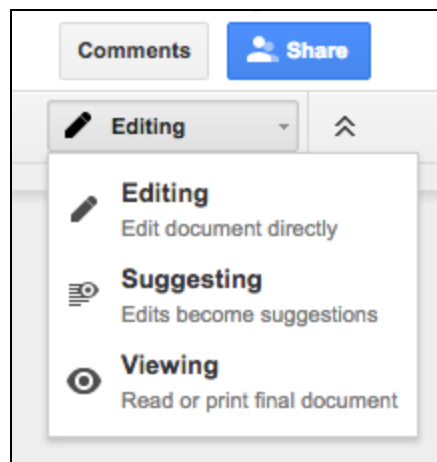
Alternatively, you can select the text, and choose **Insert > Comment** on the menu at the top of the page, or use the keyboard shortcut for your computer. You can select individual words or whole sentences, leaving feedback on specific parts of the document.

Once you enter your comment, be sure to click on “Comment” to save it. Once it is saved, it will appear next to the selected text. You can edit or delete a comment by clicking on the ellipsis in the top right corner of the comment.

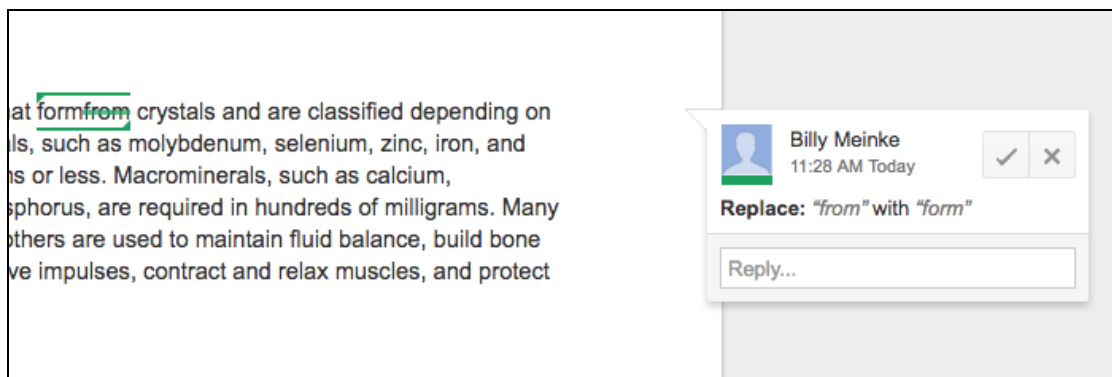


Suggesting

You can also leave proposed edits in the document by switching to Suggesting mode in the upper right-hand part of the document.



Similar to track changes features of other word processing programs, the authors will see your proposed change and selectively roll or edit them in.



When in doubt, begin by leaving comments. Use the Suggesting mode as it is useful to you.

Compassionate Reviewing

Here you can add a few sentences about reviewer etiquette. The following is a short example, but could be expanded on, particularly if authors will see reviewer comments - you may want to mention this specifically.

When leaving feedback, please be conscious of your language and tone and remember that the content you are critiquing is the product of many hours of concerted labour. Keep your criticism constructive, and avoid using derogatory phrases, or making personal remarks about the author. As a courtesy to the author or editor, avoid using abbreviations or short forms of words when providing feedback. Doing so ensures that your feedback remains clear and easy to understand for everyone.

If you run into any issues during this process, please contact the project lead.

Deadline

Specify the deadline for completion of review here.

Compensation

If financial compensation is available for reviewers upon completion of the review, you can mention so here.

Recognition for Reviewers

If you plan to credit reviewers in a review statement, or elsewhere in the book, make a note of it here.

References

Review rubric. Open Textbook Library. (n.d.). <https://open.umn.edu/opentextbooks/reviews/rubric>

Bates, T. (2015, June 25). Guidelines for reviewing an open textbook.

<https://www.tonybates.ca/2015/06/24/guidelines-for-reviewing-an-open-textbook/>



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This review guide template was adapted from a similar work created by [Billy Meinke-Lau](#) at the University of Hawaii. Our thanks to him for sharing it.