Textbook and Instructional Material Evaluation Rubric Form-Mathematics

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Glencoe Algebra 2 Author(s): Carter et al. Publisher(s): McGraw Hill Education

Copyright Date: 2018 Subject/Grade Level: Algebra 2

Student ISBN: 978-0-07-0-903990-3

Teacher Edition ISBN: 978-0-07-898519-5 and 978-0-07-8985

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.		1	While present, not super informative in and of itself. More a list of supplements
4. Material contains examples, explanations, formulas and/or online resources to required depth and breadth of the Nevada Academic Content Standards.		1	Everything is there, but not quite to the depth and breadth, especially the modeling piece.
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade level).	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.		1	Not observed
10. Electronic and interactive format available.	2		
Other: _____			
Total Organization:	14	3	

Mathematics Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials **focus** on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Material demonstrates **coherence** of KSA's appropriate to grade level.	2		
13. Material demonstrates complexity to conceptual understanding, procedural skills, fluency, and application (**rigor**).		1	Lacking applications
14. Material is consistent with the progression of the KSA at each grade level.	2		
15. Real-world applications are given and relevant to the students.		1	Not relevant
16. Information and directions are clearly written and explained.	2		
17. Tasks are aligned to the domains of the Nevada Academic Content Standards.	2		
18. Lessons/tasks are interdisciplinary when appropriate.		1	Lacking interdisciplinary topics
19. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		
20. Tasks apply to the diversity of students and their abilities, interests, and learning styles.		1	Old school feel
21. Questions and tasks encourage the development and application of higher-level thinking skills.		1	Not fully present in the lessons
22. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.		1	no DOK reference
23. Teacher edition includes formative assessment/evaluation tools and processes.		1	Not observed
24. Material and tasks focus on the eight Mathematical Practices.	2		
25. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.		1	Not really open to multiple responses
26. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
27. Material includes understanding and application of skills and concepts at grade level.	2		
28. Material provides strategic use of mathematical tools, including technology.	2		Included in end of unit extensions
29. The material is focused on the major ideas/skills at that grade level.		1	Technology only seems to be addressed in the extentsions
30. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other: _____			
Total Mathematics Content Criteria:	22	9	

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
31. Material reflects a variety of ways to differentiate instruction and model content to support all learners.		1	All embedded in the supplemental materials
32. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
33. Material includes access to a multilingual glossary.	2		English/Spanish
34. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		Supplemental ELL
35. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	Not observed
Other: _____			
Total Inclusion Criteria:	6	2	

Alignment

Criteria	2 Meets	1 Inadequate	Comments
36. Material content aligns to district/organization curriculum.		1	Believe that this is much lower than our expectation
37. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	2		
38. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.		1	The EOC is on a higher level
Other: _____			
Total Alignment Criteria:	2	2	

Total Score for Mathematics Textbook or Instructional Material: 60