# 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: Algebra 2 Author(s): Kanold, Burger, D Publisher(s): Houghton Mifflin Harcourt

Copyright Date: 2015 Subject/Grade Level: Algebra 2

Student ISBN: 978-0-544-38591-7

Teacher Edition ISBN: 978-0-544-81527-8

**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. | 2 | | |
| 4. Material contains examples, explanations, formulas and/or online resources to required depth and breadth of the Nevada Academic Content Standards. | | 1 | Some of the standards are missing |
| 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. | | 1 | Minimalistic in appearance |
| 9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks. | | 1 | Not observed |
| 10. Electronic and interactive format available. | 2 | | Fully interactive SE/TE |
| 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**). | 2 | | |
| 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. | 2 | | |
| 16. Information and directions are clearly written and explained. | 2 | | |
| 17. Tasks are aligned to the domains of the Nevada Academic Content Standards. | | 1 | Missing standards |
| 18. Lessons/tasks are interdisciplinary when appropriate. | | 1 | Not a high focus |
| 19. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material. | | 1 | Mistakes were found in the text |
| 20. Tasks apply to the diversity of students and their abilities, interests, and learning styles. | 2 | | |
| 21. Questions and tasks encourage the development and application of higher-level thinking skills. | 2 | | |
| 22. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels. | | 1 | DOK not addressed |
| 23. Teacher edition includes formative assessment/evaluation tools and processes. | 2 | | |
| 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. | 2 | | |
| 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 | | Graphing calculator encouraged |
| 29. The material is focused on the major ideas/skills at that grade level. | | 1 | Some of the content is missing |
| 30. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving. | 2 | | |
| Other: _____ | | | |
| **Total Mathematics Content Criteria:** | 30 | 5 | |

# Inclusion

| Criteria | 2 Meets | 1 Inadequate | Comments |
|---|---|---|---|
| 31. Material reflects a variety of ways to differentiate instruction and model content to support all learners. | 2 | | Includes challenges as well as RTI |
| 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 | | Referenced through the text |
| 34. Material provides resources for students with disabilities and English Language Learners aligned to grade level content. | 2 | | ELL language objectives as well as worksheets to help language development, version D worksheet to help struggling s |
| 35. Material is available for students with visual impairments via a NIMAS file on the NIMAC system. | | 1 | Not observed |
| Other: _____ | | | |
| **Total Inclusion Criteria:** | 8 | 1 | |

# Alignment

| Criteria | 2 Meets | 1 Inadequate | Comments |
|---|---|---|---|
| 36. Material content aligns to district/organization curriculum. | | 1 | Content is missing |
| 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. | 2 | | Through the use of RTI supplements could help in the remediation of students for Math 1 EOC. |
| Other: _____ | | | |
| **Total Alignment Criteria:** | 4 | 1 | |

Total Score for Mathematics Textbook or Instructional Material: 66