Textbook and Instructional Material Evaluation Rubric Form- English Language Arts

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: CCC - center for the Collabc Author(s): Publisher(s): CCC

Copyright Date: 2015 Subject/Grade Level: 3

Student ISBN:

Teacher Edition ISBN: 978-1-61003-582-8

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.	X		Information at front of TE
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		Technology tips and extensions and
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	X		Great online teacher support and many tutorials to incorporate technology. . Technology not on finger tips.
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.		X	Research not listed but CCC does much of it. Includes helpful info in program like stages of EL acquisition
5. Information is accurate, current, and research-based.	X		
6. Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.	X		Strong vocab lessons
7. Size and format of print is appropriate.	X		
8. Format is visually appealing & interesting.	X		Not interesting for T but easy to follow
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	X		More SEL ?s than SB but much better questions posed during indiv Reading conff. With teacher R
10. Electronic and interactive format available.	X		
Other: Teacher prompts	X		Throughout lessons teachers Are prompted to build student reading stamina. Prompts teachers to build student engagemer
Total Organization:	9		

English Language Arts Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSAs) appropriate to the grade level.	X		
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	X		
13. Real-world applications are relevant to the students.	X		
14. Information and directions are clearly written and explained.	X		
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.	X		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	X		
17. Lessons/tasks are interdisciplinary when appropriate.	X		
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	X		
19. Questions and tasks encourage the development and application of higher-level thinking skills.	X		
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	X		Not identified as DOK
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	X		
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	X		Through dialogue and partner projects and confeeneces
24. Tasks have a purpose, aligned to a skill or concept at grade level.	X		
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		
26. Material includes application of skills and concepts at grade level.	X		
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).	X		Writing is limited however the program includes a writing set of materials
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	X		
Other: _____			
Total ELA Content Criteria:			

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
29. Material reflects a variety of ways to differentiate instruction and model content to support all learners.		X	Its a simplistic structure so differentiation is not explicit does have supports fir El
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	X		
31. Material includes access to a multilingual glossary.		X	
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	X		
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.			No idea but can access online
Other: Huge SEL and metacognitive support	X		Every lesson includes student reflection on how to talk about text
Total Inclusion Criteria:			

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	X		
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	X		This program fills a void we have with students not reading independently and conferencing about what they have read and a void in students thinking about their reading - this is the bridge between learning to read and reading to learn
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.		X	Few resources because most of the resource is the teacher formatively dialoguing, giving mini lessons, and responding through writing
Other: _____			
Total Alignment Criteria:			

Total Score for ELA Textbook or Instructional Material: 32