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: Core Knowledge Author(s): Publisher(s): Amplify

Copyright Date: Subject/Grade Level: 5

Student ISBN:

Teacher Edition ISBN:

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		Student book has contents and glossary; teacher's manual has glossary
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	X		Includes intro and prior knowledge
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		
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		
7. Size and format of print is appropriate.	X		
8. Format is visually appealing & interesting.	X		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.		X	Little opportunities for performance tasks
10. Electronic and interactive format available.	X		
Other: _____			
Total Organization:	19		

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	Little opportunities for real-world application
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	Could include more strategies for differentiation
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		Questions are categorized as literal, inferential, or evaluative
21. Teacher edition includes formative assessment/evaluation tools and processes.		X	Limited; lessons include "formative assesment" through the activity book pages, some "checks for ur
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	
24. Tasks have a purpose, aligned to a skill or concept at grade level.	X		Objectives are clear
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		50/50
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	Regular writing, but not much short focused research
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		X	Could include more opportunities for collaboration, creative thinking, and problem solving
Other: _____			
Total ELA Content Criteria:	30		

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	Limited
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	No evidence
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		X	Limited
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	Not found
Other: _____			
Total Inclusion Criteria:	6		

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		
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.	X		
Other: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: 61