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: Open Up Author(s): EL Eduaction Publisher(s): EL Education

Copyright Date: 2016 Subject/Grade Level: 1st

Student ISBN:

Teacher Edition ISBN: 978-1683622505

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	ToC nice, everything else is confusing
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		Consistent, boring
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.		X	No. Focus is on the unit and it's goals
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		Explains learning.....very wordy
5. Information is accurate, current, and research-based.		X	Accurate for NY not NV
6. Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.		X	Vocab is not a focus
7. Size and format of print is appropriate.		X	Little and way too much
8. Format is visually appealing & interesting.		X	Boring
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.		X	Not stated
10. Electronic and interactive format available.		X	Lots of print, very little online
Other: _____			
Total Organization:	2	8	

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	Not sure if it is rigorous enough
13. Real-world applications are relevant to the students.	X		Performance tasks, themes relate to world
14. Information and directions are clearly written and explained.		X	Too wordy
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.	X		Relates to NVACS
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.		X	Very little
17. Lessons/tasks are interdisciplinary when appropriate.		X	Writing connects to reading. All else seems separate
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.		X	Boring
19. Questions and tasks encourage the development and application of higher-level thinking skills.	X		Ok questioning
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.		X	Not stated
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		Yes, but odd balance of them
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	X		Says so, hard to find
24. Tasks have a purpose, aligned to a skill or concept at grade level.		X	No balance our thematic links for all parts
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		Great use trade books
26. Material includes application of skills and concepts at grade level.	X		Modules are long. Build up over time
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).		X	Writing needs supplemented
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		X	Needs supplementing
Other: _____			
Total ELA Content Criteria:	18	9	

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	Some, not enough
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.		X	Not enough to evaluate throughly
31. Material includes access to a multilingual glossary.		X	None
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	X		Nice focus for EL
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	None
Other: _____			
Total Inclusion Criteria:	2	4	

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	Not rigorous enough, much needs supplementing
Other: _____			
Total Alignment Criteria:	4	1	

Total Score for ELA Textbook or Instructional Material: 48/72