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: RAZ-Plus Author(s): Publisher(s): Learning A-Z

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	Some student texts have a glossary, table of contents
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		Books are projectile, printable, or digital. They are grouped by level.
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.		X	No teacher's edition. There is a lesson plan for each book.
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	Vocab instruction is embedded in guided reading lessons
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	Does not address 5th grade SBAC type questions or include performance tasks.
10. Electronic and interactive format available.	X		
Other: _____			
Total Organization:	15		

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	Most standards have materials correlated to the standard, but teachers would have to select texts by
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	There is not a teachers edition, however each text includes a lesson plan and comprehension quiz.
21. Teacher edition includes formative assessment/evaluation tools and processes.		X	There is not a teachers edition, but there are some benchmark passages with running records and c
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.		X	There are many texts, but they are not grouped by text complexity band.
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	
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	Most writing instruction is written response to texts and embedded in the guided reading lessons.
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		X	Little opportunities
Other: _____			
Total ELA Content Criteria:	22		

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	
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	Limited evidence
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	Did not find
Other: _____			
Total Inclusion Criteria:	6		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.		X	The standards are addressed, but it is possible that a teacher might not teach all standards if the books were not selected c
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:	3		

Total Score for ELA Textbook or Instructional Material: _____