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: Ready Gen
Author(s): Pam Allyn, Elfried
Publisher(s): Pearson
Copyright Date: 2016
Subject/Grade Level: Kindergarten
Student ISBN: 978-0-328-85793-7
Teacher Edition ISBN: 978-0-328-85176-8

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, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	2		
5. Information is accurate, current, and research-based.	2		
6. Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.	2		
7. Size and format of print is appropriate.		1	Big books are really just large read alouds --text is too small for whole group to read.
8. Format is visually appealing & interesting.		1	Lots of text for teachers to read!
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.	2		
Other: _____			
Total Organization:	18		

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.	2		
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	2		
13. Real-world applications are relevant to the students.		1	Text-dependent responses prevail; limited self application or creativity encouraged.
14. Information and directions are clearly written and explained.	2		
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.	2		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		
17. Lessons/tasks are interdisciplinary when appropriate.	2		Lots of science/social studies connections
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.		1	Directed toward visual and auditory learning; very little kinesthetic learning.
19. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
21. Teacher edition includes formative assessment/evaluation tools and processes.	2		
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	2		
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
24. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	2		
26. Material includes application of skills and concepts at grade level.	2		
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).	2		
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other: _____			
Total ELA Content Criteria:	34		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
29. Material reflects a variety of ways to differentiate instruction and model content to support all learners.		1	Limited enrichment/extension activities provided for higher level students.
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
31. Material includes access to a multilingual glossary.	2		
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	Unable to locate
Other: _____			
Total Inclusion Criteria:	8		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	2		
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	2		
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.	2		
Other: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: 66