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): Publisher(s): Pearson

Copyright Date: Subject/Grade Level: 1st grade

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		
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	
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		Correlation guide provided
5. Information is accurate, current, and research-based.	X		Research included
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		Program-Agnostic Practice Tests
10. Electronic and interactive format available.	X		
Other: _____			
Total Organization:	18	1	

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		Supported through research
13. Real-world applications are relevant to the students.	X		Science/Social Studies
14. Information and directions are clearly written and explained.	X		Very user friendly
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.	X		See correlation guide
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		Science, SS, Math
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	X		Supports/Extensions, fiction/non-fiction, modality variety
19. Questions and tasks encourage the development and application of higher-level thinking skills.	X		DOK levels noted
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	X		"
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		Very comprehensive
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	X		Research supported
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	X		Progressive
24. Tasks have a purpose, aligned to a skill or concept at grade level.	X		Purpose expressed for Teacher and Student in lessons
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		Research supported
26. Material includes application of skills and concepts at grade level.	X		Application clearly noted in daily lessons
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).	X		Daily writing lessons, digital writing resources, school to home writing resources
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	X		Noted in Scope and Sequences
Other: _____			
Total ELA Content Criteria:	38		

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		Guides for support/extensions in daily lessons and for anchor texts, close reads
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	X		Diversity found in text content, characters, cultures, etc..
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		Scaffolded Strategies Handbook for text, writing, reading, speaking and listening, and vocab aquisition
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	
Other: _____			
Total Inclusion Criteria:	6	2	

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	X		Research provided
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	X		Research provided
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.	X		Specifically noted in Assessment Materials "Program-Agnostic Practice Tests"
Other: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: _____