Textbook and Instructional Material Evaluation Rubric Form-Noncore Subjects

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: Exploremos Author(s): Mary Ann Blitt & I Publisher(s): Cengage Learning

Copyright Date: 2018 Subject/Grade Level: 9-12

Student ISBN: 978-1-305-96942-1

Teacher Edition ISBN: 978-1-305-96948-3

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 and Literacy Standards.		1	
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.		1	
9. Material provides assessment type questions and/or performance-based tasks.		1	
10. Electronic and interactive format available.		1	
Other: _____			
Total Organization:	12	4	

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Real-world applications are relevant to the students.	2		
13. Information and directions are clearly written and explained.	2		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	2		
15. Lessons/tasks are interdisciplinary when appropriate.	2		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.		1	There are not enough resources for students with diverse needs
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
20. Teacher edition includes formative assessment/evaluation tools processes.		1	Very few quizzes and exams per chapter
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
23. Material includes application of skills and concepts at grade level.	2		
24. The material is focused on the major ideas at that grade level.	2		
25. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other: _____			
Total Content Criteria:	26	2	

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.		1	There is some, but because there are not a lot of resources
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
28. Material includes access to a multilingual glossary.	2978-0-328-93154-5		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	Some
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	No Braille/ no access to audio/video files on-line website (in resources section)
Other: _____			
Total Inclusion Criteria:	4	3	

Alignment

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

Total Score for Noncore Textbook or Instructional Material: 57