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: HMH Journeys Author(s): Publisher(s): Houghton Mifflin Harcourt

Copyright Date: 2017 Subject/Grade Level: Kindergarten

Student ISBN:

Teacher Edition ISBN: 978-0-544-54344-7

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		Very teacher user friendly & consistent
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.		1	Vocab instruction is present, little repetion, does not seem to spiral and review throughout units.
7. Size and format of print is appropriate.	2		
8. Format is visually appealing & interesting.	2		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.		1	
10. Electronic and interactive format available.	2		
Other: _____			
Total Organization:	16	3	

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.		1	Foundational skills are coherent, text and close reading needs more rigor
13. Real-world applications are relevant to the students.	2		
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		
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	2		
19. Questions and tasks encourage the development and application of higher-level thinking skills.		1	
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.		1	Questions marked with a standard, not DOK level
21. Teacher edition includes formative assessment/evaluation tools and processes.		1	Present, but few ongoing assessments, most our performance benchmarks
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.		1	
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).		1	
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		1	
Other: _____			
Total ELA Content Criteria:	22	6	

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
29. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		Intervention & ELL support kits
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.		1	Unknown
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		Language workshop supplement
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		
Other: _____			
Total Inclusion Criteria:	8	1	

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		Rubrics has having all components, areas such as text complexity, vocabulary, and writing are weak
Other: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: 52