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: Journeys Author(s): Publisher(s): HMH

Copyright Date: Subject/Grade Level: Fourth

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	Teacher edition directions do not always support teachers in leading different activities for their students
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		Some
5. Information is accurate, current, and research-based.		X	Not all information is within grade 4 standards.
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	Some performance tasks cannot be completed with just texts provided.
10. Electronic and interactive format available.	X		
Other: _____		X	Many areas are evident, but weak and do not meet teacher or student needs
Total Organization:	18		INADEQUATE

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	Many are below or above grade level
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.		X	Foundational skills has no sequence
13. Real-world applications are relevant to the students.	X		
14. Information and directions are clearly written and explained.		X	Sometimes does not provide teacher directions on how to lead activities
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	Evident, but weak
19. Questions and tasks encourage the development and application of higher-level thinking skills.		X	Some do not support the culminating task
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.		X	Directions and protocol missing
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.		X	Some texts are outside of the grade band range
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	Some go out of the grade level range
26. Material includes application of skills and concepts at grade level.		X	Evident, but some go outside of grade level
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).		X	Does not build in rigor
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	X		
Other: _____			
Total ELA Content Criteria:	24	X	Inadequate

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	It does, but does not give the teacher protocol on how to do so
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	Not seen
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	X		Although no protocol
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	Not seen
Other: _____			
Total Inclusion Criteria:	7		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.		X	In and out of grade level standards
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).		X	Not all tasks and materials only some
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.		X	Some not all, many routines and protocols that make a classroom run smoothly are missing
Other: _____			
Total Alignment Criteria:		3	

Total Score for ELA Textbook or Instructional Material: Inadequate 52