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: Open Court Author(s): Publisher(s): McGraw-Hill

Copyright Date: Subject/Grade Level: 5

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.		1	
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.		1	
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.		1	
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.		1	The standards are there, but there's not an easy to access scope and sequence. It goes lesson by lesson which makes perceiving long term goals and achievements a challenge.
5. Information is accurate, current, and research-based.	2		The student text has great selections.
6. Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.		1	The vocabulary isn't emphasized with hi lite or font.
7. Size and format of print is appropriate.		1	The format is very dense. Some kids will love it; and some will become quickly overwhelmed.
8. Format is visually appealing & interesting.	2		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.	2		
Other: _____			
Total Organization:	8	6	

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.		1	
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	2		
13. Real-world applications are relevant to the students.	2		
14. Information and directions are clearly written and explained.		1	Instructions are dense and contain some irregularities.
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		The student text is beautiful.
17. Lessons/tasks are interdisciplinary when appropriate.		1	Inconsistent.
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.		1	
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		Hard to find but present.
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.		1	Too crammed in. Different pacing with same student reader would work better.
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).		1	It's jammed in amongst the other activities.
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other: _____			
Total ELA Content Criteria:	24	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.		1	
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.		1	
31. Material includes access to a multilingual glossary.		1	
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		Separate but accessible.
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	
Other: _____			
Total Inclusion Criteria:	2	4	

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.		1	Writing is daily over the short term and any long term concepts or essays would have to be supplemented.
Other: _____			
Total Alignment Criteria:	4	1	

Total Score for ELA Textbook or Instructional Material: 55