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: The Super Kids Reading Pr Author(s): Rowland Publisher(s): Zaner-Bloser

Copyright Date: 2017 Subject/Grade Level: 1st

Student ISBN:

Teacher Edition ISBN: 978-1-61436-463-4

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	Very wordy
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	Shows how weeks in unit build
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.		X	No connection to NVACS
5. Information is accurate, current, and research-based.	X		Made by a teacher for teachers
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	Small and lots of it
8. Format is visually appealing & interesting.		X	Very cluttered, newspaper paper
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.			Assessments but not SB level
10. Electronic and interactive format available.		X	Limited texts but interactive fun games for home practice
Other: _____			
Total Organization:	6	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.	X		Builds k-2
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.		X	Not enough
13. Real-world applications are relevant to the students.			
14. Information and directions are clearly written and explained.		X	Teacher language , make it your own, but weak
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.		X	No connection to NVACS
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.		X	Some
17. Lessons/tasks are interdisciplinary when appropriate.	X		Unit ties together
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	X		Kid friendly
19. Questions and tasks encourage the development and application of higher-level thinking skills.		X	No questioning examples or guidance
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.		X	None
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		Nice variety to drive instruction
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.		X	No connection to NVACS
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.		X	Weak
24. Tasks have a purpose, aligned to a skill or concept at grade level.		X	Seem to. Only given a sample not the whole curriculum
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.		X	Not known
26. Material includes application of skills and concepts at grade level.		X	Not given much to examine
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).		X	Task writing, daily,no mentor text, weak
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		X	Builds reading and confidence for 3rd grade and beyond. Not sure about 21st
Other: _____			
Total ELA Content Criteria:	8	13	

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		Lists ways to differentiate for all learners and styles
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	X		Kids can definitely relate and see themselves in the super kids
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		EL yes, differentiates hi, med, and low for reading and word work
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	
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).		X	
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.		X	
Other: _____			Not aligned to NVACS, no k-5 alignment, focuses on skills for building readers
Total Alignment Criteria:		3	

Total Score for ELA Textbook or Instructional Material: 44/72