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: Wonders 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.	X		Student anthology has contents and glossary; teachers manual has supplemental pages and index
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	Includes intro but not prerequisite skills
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		
5. Information is accurate, current, and research-based.	X		
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		Three online "inquiry space" performance tasks over the year
10. Electronic and interactive format available.	X		
Other: _____			
Total Organization:	19		

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		Aligned to grade level standards
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	X		
13. Real-world applications are relevant to the students.		X	Limited opportunities
14. Information and directions are clearly written and explained.	X		
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		Every-other week has a science or social studies connection
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.		X	Little evidence
19. Questions and tasks encourage the development and application of higher-level thinking skills.	X		
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	X		Activities range from DOK 1-4
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		Includes "monitor and differentiate" quick checks with strategy suggestions
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	X		Range of lexile levels and text complexity, most within grade level band
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		Objectives clearly noted
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		Variety of genres
26. Material includes application of skills and concepts at grade level.	X		
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).	X		Regular process writing within CCSS genres
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.		X	Some evidence, but could include more
Other: _____			
Total ELA Content Criteria:	32		

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	ELL scaffolds for most lessons but could include more for diverse learners
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	
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	X		
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		X	No evidence
Other: _____			
Total Inclusion Criteria:	7		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	X		Aligned to grade-level standards
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: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: 64