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): Fisher, Echevaar Publisher(s): McGraw Hill Education

Copyright Date: 2017 Subject/Grade Level: 1st

Student ISBN:

Teacher Edition ISBN: 9780076804900

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		TOC is confusing
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		Color coded, consistent for all 6 units
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	X		Lays out unit nicely, no prerequisities
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	X		Heavy focus on fluency and reading
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		Nice focus point
7. Size and format of print is appropriate.	X		
8. Format is visually appealing & interesting.	X		Appealing, organized, easy to use
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	X		SBAC assessments booklet offered
10. Electronic and interactive format available.	X		All digital and written
Other: _____			
Total Organization:	20		

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		Pace seems adequate and appropriate to develop skills
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	X		
13. Real-world applications are relevant to the students.	X		Weekly research
14. Information and directions are clearly written and explained.	X		Just enough
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		Read, write, speak and listen are. Units attempt to, not very much SS and Science
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	X		EL heavy
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	Questions-yes, DOK- no
21. Teacher edition includes formative assessment/evaluation tools and processes.	X		Many ways to assess the to fit any teacher need
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	X		Complex text weekly
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		Seem to, won't know until we work with it
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	X		Read aloud, close read, anthology, loved readers , SR
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		Writing daily for different purposes
28. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	X		YES
Other: _____			
Total ELA Content Criteria:	34	1	

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		Differentiation section in TG
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		EL supplements
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	?
Other: _____			
Total Inclusion Criteria:	8	1	

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: _____			
Total Alignment Criteria:	6		

Total Score for ELA Textbook or Instructional Material: 70/72