# Textbook and Instructional Material Evaluation Rubric Form- Science

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: Biology Author(s): Mader & Windelspecht

Publisher(s): McGraw-Hill Education

Copyright Date: 2019 Subject/Grade Level: A.P. Biology

Student ISBN: 9780076859856

Teacher Edition ISBN: 9780076859559

**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. | 2 | | |
| 2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities. | 2 | | |
| 3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter. | 2 | | |
| 4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards. | 2 | | |
| 5. Information is accurate, current, and research based. | 2 | | |
| 6. Vocabulary is specialized (language carefully considered and evolves across grade levels). | 2 | | |
| 7. Size and format of print is appropriate. | 2 | | |
| 8. Format is visually appealing and interesting. | 2 | | |
| 9. Material provides assessment type questions and/or performance-based tasks. | 2 | | |
| 10. Electronic and interactive format available. | 2 | | |
| Other: | 2 | | Pre & graphic very appealing |
| **Total Organization:** | 22 | | |

## Science Content

| Criteria | 2 Meets | 1 Inadequate | Comments |
|---|---|---|---|
| 11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level. | 2 | | |
| 12. Real-world applications are relevant to the students. | 2 | | |

| | | | |
|---|---|---|---|
| 13. Information and directions are clearly written and explained. | **2** | | |
| 14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards (e.g., investigations, experiments, evidence to construct an argument, and safety). | **2** | | |
| 15. Lessons/tasks are interdisciplinary when appropriate. | **2** | | |
| 16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material. | **2** | | |
| 17. Tasks apply to the diversity of students and their abilities, interests, and learning styles | **2** | | |
| 18. Questions and tasks encourage the development and application of higher-level thinking skills. | **2** | | |
| 19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels. | **2** | | |
| 20. Teacher edition includes formative assessment/evaluation tools and processes. | **2** | | |
| 21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses. | **2** | | |
| 22. Tasks have a purpose, aligned to a skill or concept at grade level. | **2** | | |
| 23. Material includes application of skills and concepts at grade level. | **2** | | |
| 24. Material provides strategic use of scientific tools, including technology. | **2** | | |
| 25. The material is focused on the major ideas/skills at that grade level. | **2** | | |
| 26. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving. | **2** | | |
| Other: | **2** | | **More student friendly** |
| **Total Science Content Criteria:** | **34** | | |

## Inclusion

| Criteria | 2 Meets | 1 Inadequate | Comments |
|---|---|---|---|
| 27. Material reflects a variety of ways to differentiate instruction and model content to support all learners. | 2 | | |
| 28. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socioeconomic status, intellectual, and physical abilities. (excluding science content found within the adopted standards, e.g., evolution, global warming) | 2 | | |
| 29. Material includes access to a multilingual glossary. | 2 | | |
| 30. Material provides resources for students with disabilities and English Language Learners aligned to grade level content. | 2 | | |
| 31. Material is available for students with visual impairments via a NIMAS file on the NIMAC system. | 2 | | |
| Other: _____ | | | |
| **Total Inclusion Criteria:** | **10** | | |

## Alignment

| Criteria | 2 Meets | 1 Inadequate | Comments |
|---|---|---|---|
| 32. Material content aligns to district/organization curriculum. | 2 | | |
| 33. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards). | 2 | | |
| 34. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments. | 2 | | |
| Other: _____ | 2 | | **Alignment Big ideas & learning outcomes often and easily understood** |
| **Total Alignment Criteria:** | **8** | | |

Total Score for Science Textbook or Instructional Material: 74