

Summarized Rubric Scoring

Classroom Instructional Material Alignment Tool – Social Studies

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Magruder's American Government

Author(s): Shea

Publisher(s): Pearson

Grade Level: 12

Standard(s) addressed in this instructional material: Civics

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) - NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for Social Studies and Literacy standards.	X			
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	X			Primary sources have explicit question that draw readers back to the source.
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	X			Primary sources have explicit question that draw readers back to the source. Chapter reading check points and assessments achieve this.
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	X			Reading check points and assessments achieve this.
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Key terms identified at the beginning of the chapter and then used in bold throughout the section readings.

Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.		X		The text is already at a rigorous reading level and remains so throughout the text. Primary sources add to the rigor and reading complex texts.
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	X			The layout of the text builds the knowledge of our complex federal system for students.
Other: _____				

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	X			Teacher edition provides instructional strategies.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			Teacher edition provides instructional strategies.
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides non-text content (maps, graphs, pictures, etc.) that is accurate, authentic, and well integrated into the instructional material.	X			Throughout the textbook: P. 133, P. 304, 469, P. 630
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			Opportunities at the end of each section and chapter for critical thinking, application, analysis, and evaluation of American Government.
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> Supports diverse cultural and linguistic backgrounds, interests and styles. 	X			Spanish glossary is available. Images, charts, graphs, tables, vocabulary scaffolding all support diverse learners. The complex, rigorous nature of the American Government and the rich

<ul style="list-style-type: none"> Provides extra supports for students working below grade level. Provides extensions for students with high interest or working above grade level. 				questions provided, allow students to take answers and reflections to above grade level throughout.
Other: _____				

Summary/Reflection: The text, Magruder's American Government fully satisfies the Civics course **for Prison Education.**

Because the Prison Education Program requires a textbook that can thoroughly teach a subject without online support, this textbook is great. It is a full survey of American Government that allows instruction to be solely from the textbook in a rigorous, content rich way.

Overall Classroom Instructional Material Meets Criteria Rating: X Yes No N/A