

Textbook and Instructional Material Evaluation Rubric Form- Social Studies

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: Economics Author(s): (Contributors): Meek, Morton, and Schug

Publisher(s): Houghton Mifflin Harcourt

Copyright Date: 2018

Subject/Grade Level: Economics and Financial Literacy/12

Student ISBN: 9780544859296, 9781328754431

Teacher Edition ISBN: 9780544859302

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		Very Consistent
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		Lots of graphs, political cartoons, practice.
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		Provides scaffolding ideas and resources for differentiation "focus and motive".
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		Very real-world, modern examples, many simulations.
5. Information is accurate, current, and research based.	2		Very modern examples.
6. Focus of academic vocabulary is prevalent throughout reading, writing, listening, and speaking.	2		Various modes of activities.
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		Colorful charts and graphs.
9. Material provides assessment type questions and/or performance-based tasks.	2		Every chapter has simulations.
10. Electronic and interactive format available.	2		Referenced within the textbook.
Other:			
Total Organization:	20		

Social Studies Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		Intro macro course appropriate.
12. Material demonstrates coherence and rigor of KSA's appropriate level.	2		
13. Real-world applications are relevant to the students.	2		Students will be able to relate.
14. Information and directions are clearly written and explained.	2		
15. Tasks are aligned to the Literacy Standards and Nevada Academic Content Standards.	2		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		Support on understanding graphs.
17. Lesson/tasks are interdisciplinary when appropriate.	2		
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles	2		
19. Questions and tasks encourage the development and application of higher-level thinking skills.	2		Online and scenarios in text
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
21. Teacher edition includes formative assessment/evaluation tools and processes.	2		In text
22. Material adheres to the text complexity at each grade level outlined by the Literacy Standards.	2		Matches standards.
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
24. Tasks have a purpose, aligned to a skill or concept at grade level.	2		Skills clearly stated in tasks.
25. Material includes application of skills and concepts at grade level.	2		
26. The material is focused on the major ideas/skills at that grade level.	2		
27. Material makes is clear that student writing is a key task (argument, informative, response to audience and purpose, research).	2		
28. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	2		Online and scenario case studies.
Other:			
Total Science Content Criteria:	36		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
29. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socioeconomic status, intellectual, and physical abilities.	2		
31. Material includes access to a multilingual glossary.	2		English and Spanish
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		Quick margin vocab/definitions reference will support.
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		Online has voice reading function.
Other:			
Total Inclusion Criteria:	10		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	2		Standards definitely. Teaching of content progression very similar to CCSD course development.
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	2		College and career ready emphasized.
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		Graphs, charts, tables practice supports EoC/ACT
Other:			
Total Alignment Criteria:	6		

Total Score for Science Textbook or Instructional Material: 72