

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: Into Reading

Author(s): Ada, Beers, Camp

Publisher(s): Houghton Mifflin Harcourt

Copyright Date: 2020

Subject/Grade Level: ELA Grades K-5

Student ISBN: 978-1-328-82589-6

Teacher Edition ISBN: 978-0-544-45917-5

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 prerequisite skills for each chapter.	2		Interesting introductions, no prerequisite skills
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards.	2		
5. Information is accurate, current, and research-based.	2		
6. Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing & interesting.	2		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.	2		
Other: _____			
Total Organization:	20	0	

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.	2		teachers edition
12. Material demonstrates coherence and rigor of KSAs appropriate to grade level.	2		k/1 decodable books
13. Real-world applications are relevant to the students.	2		growth mindset, notice and note
14. Information and directions are clearly written and explained.	2		very well setup
15. Tasks are aligned to the anchor standards of the Nevada Academic Content Standards.	2		difficult to tell without explicit labels
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		tabletop mini lessons, student my book
17. Lessons/tasks are interdisciplinary when appropriate.	2		S.S. and science in each module
18. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	2		notice and note
19. Questions and tasks encourage the development and application of higher-level thinking skills.	2		Close reading, teaching pal manual
20. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		yes but not labeled, yes and various support levels, teaching pal
21. Teacher edition includes formative assessment/evaluation tools and processes.	2		weekly and module assessments, running records & performance tasks
22. Material adheres to the text complexity at each grade level outlined by the Nevada Academic Content Standards.	2		deep analysis of text, balanced text types
23. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		creativity corner W/ multiple tasks to demonstrate understanding
24. Tasks have a purpose, aligned to a skill or concept at grade level.	2		strong, reading and writing are integrated
25. Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts.	2		good range level, mixed throughout the module, 50/50 split
26. Material includes application of skills and concepts at grade level.	2		
27. Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).	2		writing mentor texts, mini lessons and writer's notebook, lots of material
28. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	2		projects, turn and talk talking tips, academic vocabulary
Other: _____			
Total ELA Content Criteria:	36	0	

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		high for ELL low for Sped, scaffolded instruction and interventions in daily lessons
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2	0	diversity in literature,culture beyond the classroom
31. Material includes access to a multilingual glossary.		1	
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		lots for ELL little for sped, interventions within lessons
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		audio hub
Other: _____			
Total Inclusion Criteria:	8	1	

Alignment

Criteria	2 Meets	1 Inadequate	Comments
34. Material content aligns to district/organization curriculum.	2		
35. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	2		
36. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.	2		
Other: _____			
Total Alignment Criteria:	6	0	

Total Score for ELA Textbook or Instructional Material: 71