

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: _____ Author(s): _____ Publisher(s): _____

Copyright Date: _____ Subject/Grade Level: _____

Student ISBN: _____

Teacher Edition ISBN: _____

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. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.			
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.			
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.			
5. Information is accurate, current and research-based.			
6. Focus of academic vocabulary is prevalent throughout reading, writing, listening, and speaking.			
7. Size and format of print is appropriate.			
8. Format is visually appealing and interesting.			
9. Material provides assessment type questions and/or performance- based tasks.			
10. Electronic and interactive format available.			
Other: _____			
Total Organization:			

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

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
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29. Material reflects a variety of ways to differentiate instruction and model content to support all learners.			
30. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.			
31. Material includes access to a multilingual glossary.			
32. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.			
33. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.			
Other: _____			
Total Inclusion Criteria:			

Alignment

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

Total Score for Social Studies Textbook or Instructional Material: _____

