

Instructional Materials Evaluation Criteria – Early Childhood Rubric

Title _____ **ISBN#** _____

| Curriculum Coverage | 3 | 2 | 1 | 0 | N/A |
|--------------------------------------|---|--|--|--|-----|
| Meets Pre-K Standards and Objectives | 80% of the Pre-K standards and objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes. | 70% of the Pre-K standards and objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes. | 50% of the Pre-K standards and objectives are covered. | Less than half of the Pre-K standards and objectives are covered. | |
| Covers Process Skills | Materials support and encourage students to use process skills (i.e., problem solving, communication, reasoning and proof, connections, representation). | Materials provide a range of activities with set outcomes. Process skills are mentioned but not incorporated into instructional process. | Materials provide a set of explicit step-by-step instructions. Limited amount of process skills mentioned. | No hands-on activities. No process skills mentioned. | |
| Age Appropriate | A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills. | Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge. | Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced. | Age appropriate issues are not addressed. Several activities are not based on appropriate levels. | |
| Pedagogically Sound | Facilitates a wide range of teacher and student activities that reflect various learning | Encourages and assists teachers in addressing learning styles and | Addresses differences in learning and teaching to a limited degree. | Hinders effective pedagogy. | |

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| | <p>styles and individual needs of students.</p> <p>Includes a wide variety of pedagogical strategies for flexible grouping and instruction.</p> | <p>individual needs of students.</p> <p>Includes various pedagogical strategies for flexible grouping and instruction.</p> | <p>Includes some pedagogical strategies for flexible grouping and instruction.</p> | | |
| Physical Qualities | 3 | 2 | 1 | 0 | N/A |
| Durability | Materials are securely bound and reinforced. | Materials are hardbound adequately. | Materials have secure binding. | Materials have inferior binding. | |
| Print Size and legibility for intended grade level | Appropriate use of font size and format for intended grade level. | Font size adequate for intended grade level. | Font size and format too small or too large for age group. | Font size inconsistent. | |
| | Key words or phrases bold faced and/or italicized. | Some key words or phrases boldfaced and/or italicized. | Highlighting was used too much, emphasized too much information. | No key words or phrases boldfaced or italicized. | |
| Pictures, tables, and graphics | Appropriate and varied pictures, tables, and graphs. | Limited pictures, tables, and graphs. | Very limited pictures, tables, and graphs. | Inappropriate pictures, tables, and graphs. | |
| | Graphs and tables are correctly labeled (e.g., titles, keys, labels). | Some tables and graphs are not labeled correctly. | | | |
| Includes table of content, glossaries, and index | <p>Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.</p> <p>Clearly represents concepts within the text.</p> | <p>Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.</p> | Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included. | Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices. | |

| Ancillary Materials | 3 | 2 | 1 | 0 | N/A |
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| Teacher Materials | Lesson plans are easy to understand and implement. Are clearly written and presented with accurate concepts. | Most lesson plans are easy to understand and implement. Are clearly written and presented with accurate concepts. | Lesson plans are difficult to understand. | No lesson plans. | |
| | Mathematical terms and academic vocabulary are appropriately used. | Generally mathematical terms and academic vocabulary are appropriately used. | Some mathematical terms and academic vocabulary are appropriately used. | There is a lack of mathematical terms and academic vocabulary. | |
| | Incorporates integration suggestions to other curriculum areas. | Most integration supports other curricular areas. | Some integration support for other curricular areas. | No integration support available. | |
| | Investigations and problem solving activities focus on demonstrating mathematical principles in the content area. | Most investigations and problem solving activities focus on demonstrating mathematical principles in the content area. | Limited investigations and problem solving activities focus on demonstrating mathematical principles in the content area. | Investigations and problem solving activities are not related to content area or no investigation activities. | |
| Student Materials | Activities engage students in purposeful learning. | Most activities engage students in purposeful learning. | Some activities engage students in purposeful learning. | Activities do not develop the concept studied. | |
| | Activities incorporate use of process skills (i.e., problem solving, communication, reasoning and proof, connections, representation) for deep understanding. | Activities encourage the use of process skills for deep understanding. | Activities mention the use of process skills for deep understanding. | Activities do not encourage process skills for deep understanding. | |
| Parent Materials | Homework assignments and activities support classroom learning and are written so that parents/guardians can help their children. | Suggested strategies and activities to assist parents/guardians. | Limited activities available for parent/guardian use. | No parent/guardians activities included. | |

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| | ESL strategies and activities that support classroom learning are provided in materials sent home to parents. | Some ESL strategies and activities are provided in materials sent home to parents. | A few ESL strategies and activities that may be sent home to parents are provided. | No ESL strategies and activities are provided. | |
| Manipulatives | Manipulatives are provided and are appropriate. | Manipulatives are provided. | Manipulatives are not provided. | Manipulatives are not part of the program. | |
| | Manipulatives can be replaced economically and locally. | Manipulatives can be replaced locally or by mail order. | Needed manipulatives can be obtained locally or special ordered. | | |
| Technology (teachers) | 3 | 2 | 1 | 0 | N/A |
| Ease of Use | Menus are easy to read and follow. | Menus are generally easy to read and follow. | Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.) | Menus are not very descriptive. Hard to follow. | |
| | User-friendly installation requires a minimal level of computer expertise. | Installation requires little computer expertise. | Installation requires some knowledge or expertise. | Installation requires expertise. | |
| | Manual and directions are understandable. | Manuals and directions are simple. | Manuals are included. | No manuals or written instructional materials are provided. | |
| Audio/Visual attributes | High quality audio and visuals are correct and contribute to overall effectiveness of program. | Audio and visuals are of good quality. Complements program effectiveness. | Audio and visuals are acceptable. Aligned with program content. | Audio and visual defects are apparent. Distracts from program content. | |
| | Information is current and up-to-date. | Information is current. | Information is mostly current. | Information is out-of-date. | |
| Enhances learning experience | Enhances learning experience. Adds depth and diversity. | Offers some additional depth and diversity to learning experience. | Mild impact to overall learning experience. | Does not impact learning experience. | |
| Technology (students) | 3 | 2 | 1 | 0 | N/A |
| Computer | Software allows students to explore and prove mathematical conjectures | Software allows students to explore math conjectures | Software demonstrates processes for mathematical applications | Drill and practice only | |

| Universal Access | 3 | 2 | 1 | 0 | N/A |
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| Content accurately reflects diverse population | Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.) | Provides some ways to adapt curriculum to meet assessed special needs. | Provides limited strategies to assist special needs students. | Inappropriate strategies to assist special needs students. | |
| | Accurate portrayal of cultural, racial, and religious diversity in society. | Mostly accurate portrayal of cultural, racial, and religious diversity in society. | Does not address diversity in society. | Inaccurate portrayal of diverse populations and society. | |
| Assessment | 3 | 2 | 1 | 0 | N/A |
| Provides a variety of assessment options | Multiple measurements of individual student progress at regular intervals ensuring success of all students. | Assessment requires students to apply some concepts. | Assessment requires students to apply few concepts. | Provides only paper and pencil assessment. | |
| Assessment tools | Scoring tools and rubrics in assessment package. | Some scoring tools and rubrics provided. | Very few assessment tools are provided. | Answer keys to paper and pencil assessments. | |
| Assessment alignment to objectives | Assessment is provided to assess 80% of stated objectives with a variety of assessment strategies and items. | Assessment is provided to assess 70% of stated objectives. | Assessment is provided to assess 50% of stated objectives. | Assessment is provided to assess less than 50% of stated objectives. | |
| Assessment for understanding | Assessment requires the application of ideas and concepts. | Assessment requires the application of some ideas and concepts. | Assessment requires the application of few ideas and concepts. | No application of ideas and concepts. | |