

Instructional Materials Evaluation Criteria – Elementary English Language Arts Rubric

Title of Text and Grade Level _____ Date of Review: _____ ISBN# _____

SECTION I: READING	3 – High Quality	2	1	0	Rating & Rationale/Comments
Texts should include a mix of literary and informational texts that support grade-level activities.					
Selections reflect both literary and informational text appropriate to the grade level. By grade 5, 50% of text should be literary and 50% should be informational. By grade 2, informational text should be approximately 25% of readings. At least 10% of readings should be informational in K-1.	Text selections reflect appropriate percentages.	Text selections include some but not sufficient percentages of informational text.		Text selections do not include informational text.	
Literary AND Informational texts are of an appropriate text complexity for the grade level [based on criteria in Appendix A for measuring increased text complexity: 1) qualitative (meaning, purpose, structure, knowledge demands), 2) quantitative (lexile scores), 3) reader & task considerations (motivation, purpose).]	80% or more of literary AND informational texts demonstrate appropriate text complexity reflective of the grade intended.	70% of literary AND informational texts demonstrate appropriate text complexity reflective of the grade intended.	50% of literary AND informational texts demonstrate appropriate text complexity reflective of the grade intended.	The program does not meet this standard.	
A wide range of texts of increasing text complexity is provided (Appendix B Text Exemplars and Performance Tasks).	The program provides multiple and varied high-quality text with selections from a variety of genres (i.e., informational, story, drama, and poetry) with increasing text complexity.	The program provides some high-quality texts with selections from a variety of genres (i.e., informational, story, drama, and poetry) with increasing text complexity.	The program provides limited high-quality text with selections from a variety of genres (i.e., informational, story, drama, and poetry) with increasing text complexity.	The program does not meet this standard.	

Key Ideas and Detail	The program provides multiple opportunities for students to read closely, determine themes or central ideas of a text, and analyze their development over the course of a text as appropriate for the grade level.	The program provides occasional opportunities for students to read closely, determine themes or central ideas of a text, and analyze their development over the course of a text as appropriate for the grade level.	The program provides limited opportunities for students to read closely, determine themes or central ideas of a text, and analyze their development over the course of a text as appropriate for the grade level.	The program does not meet this standard.	
Craft and Structure	The program provides multiple opportunities for students to analyze how an author's choices concerning structure-specific parts of a text and articulate how those choices influence their understanding of the text as appropriate to the grade level.	The program provides occasional opportunities for students to analyze how an author's choices concerning structure-specific parts of a text and articulate how those choices influence their understanding of the text as appropriate to the grade level.	The program provides limited opportunities for students to analyze how an author's choices concerning structure-specific parts of a text and articulate how those choices influence their understanding of the text as appropriate to the grade level.	The program does not meet this standard.	
Integration of Knowledge and Ideas	The program provides multiple opportunities for students to analyze interpretations of a speech, story, drama or poem (e.g. recorded or live productions), evaluating how each version interprets the source text.	The program provides occasional opportunities for students to analyze interpretations of a speech, story, drama or poem (e.g. recorded or live productions), evaluating how each version interprets the source text.	The program provides limited opportunities for students to analyze interpretations of a speech, story, drama or poem (e.g. recorded or live productions), evaluating how each version interprets the source text.	The program does not meet this standard.	

SECTION II: WRITING					
Includes opportunities for writing opinion pieces demonstrating rigor at grade-appropriate levels.	The program provides frequent opportunities for writing opinion pieces.	The program provides occasional opportunities for writing opinion pieces.	The program provides limited opportunities for writing opinion pieces.	The program does not meet this standard.	
Content focuses on explanatory/informational writing, demonstrating rigor at grade-appropriate levels.	The program provides frequent opportunities for informational writing.	The program provides occasional opportunities for informational writing.	The program provides limited opportunities for informational writing.	The program does not meet this standard.	
Content focuses on narrative writing, demonstrating rigor at grade-appropriate levels.	The program provides frequent opportunities for narrative writing.	The program provides occasional opportunities for narrative writing.	The program provides limited opportunities for narrative writing.	The program does not meet this standard.	

SECTION III: SPEAKING AND LISTENING					
Content provides students with opportunities for collaboration and presentation	The program provides frequent performance tasks for speaking and listening: preparing for and participating in of conversations collaborations partners, building on others' ideas and expressing their own clearly.	The program provides occasional performance tasks for speaking and listening: preparing for and participating in of conversations collaborations partners, building on others' ideas and expressing their own clearly.	The program provides limited performance tasks for speaking and listening: preparing for and participating in of conversations collaborations partners, building on others' ideas and expressing their own clearly.	The program does not meet this standard.	
Content supports development of presentation skills.	The program provides frequent performance tasks for presentation.	The program provides occasional performance tasks for presentation.	The program provides limited performance tasks for presentation.	The program does not meet this standard.	
Program provides a wide range of digital resources (e.g., textual, graphical, interactive elements) to support presentation of knowledge and ideas.	The program provides a wide range of digital resources (e.g., recordings, media, etc.)	The program provides a mediocre range of digital resources (e.g., recordings, media, etc.)	The program provides a limited range of digital resources (e.g., recordings, media, etc.)	The program does not meet this standard.	

SECTION IV: LANGUAGE					
Content focuses on conventions of standard English grammar and usage when writing and speaking	The materials and activities support students in demonstrating the conventions of standard English grammar and usage when writing and speaking.	The materials and activities provide some support students in demonstrating the conventions of standard English grammar and usage when writing and speaking	The materials and activities provide limited support students in demonstrating the conventions of standard English grammar and usage when writing and speaking	The program does not meet this standard.	
Content focuses on vocabulary acquisition and use.	The materials and activities support students in clarifying word meaning by using context clues, analyzing meaningful word parts, and using reference materials as appropriate.	The materials and activities provide some support students in clarifying word meaning by using context clues, analyzing meaningful word parts, and using reference materials as appropriate.	The materials and activities provide limited support students in clarifying word meaning by using context clues, analyzing meaningful word parts, and using reference materials as appropriate.	The program does not meet this standard.	
Content is engaging to a range of diverse students.	The materials and activities are interesting and engaging to a range of diverse students, promoting purposeful learning.		The materials and activities are interesting and engaging to a limited range of diverse students, promoting some purposeful learning.	Very little, if any, of the materials and activities are interesting to a range of diverse students.	
Content is differentiated to meet different abilities and needs.	The program provides appropriate accommodations for various developmental levels, with effective strategies to activate background knowledge and ensure access to content knowledge.	The program provides some accommodations for various developmental levels, with some effective strategies to activate background knowledge and ensure access to content knowledge.	The program provides limited accommodations for various developmental levels, providing very few strategies to activate background knowledge and ensure access to content knowledge.	The program does not meet this standard.	

SECTION V: ASSESSMENT; EQUITY & ACCESS	High Quality - 3	2	1	0	Rating & Rationale/Comments
Provides a variety of assessment options	The program provides multiple measures to monitor individual student progress at regular intervals with clear benchmarks throughout the year.	The program provides some measures to monitor individual student progress at regular intervals with clear benchmarks throughout the year.	The program provides limited measures to monitor individual student progress and has no benchmarks.	A single assessment method is used for summative purposes only.	
Assessment tools are appropriate to inform instruction and are aligned to ALL FOUR major strands of the Common Core Curriculum: Reading, Writing, Speaking and Listening, and Language.	Assessment tools are appropriate to inform instruction.	Assessment tools do not inform instruction in all four areas. Missing area:		Assessment tools are NOT appropriate to inform instruction.	
Assessment for understanding.	A majority of assessments require the application of ideas and concepts.	Some assessments require the application of ideas and concepts.	Infrequent assessments require the application of ideas and concepts.	Assessments do not demonstrate the application of ideas and concepts.	
Assessments support teachers in differentiating their instruction to meet the needs of individuals and groups of students.	Assessments support teachers in differentiating their instruction to meet the needs of individuals and groups of students.	Some assessments support teachers in differentiating their instruction to meet the needs of individuals and groups of students.	Few assessments support teachers in differentiating their instruction to meet the needs of groups of students.	Assessments do not support teachers in differentiating their instruction.	
Assessments provide data for teachers to design effective interventions to ensure that each student has access to the core.	Assessments provide data for teachers to design effective interventions to ensure that each student has access to the core.	Some assessments provide data for teachers to design effective interventions to ensure that each student has access to the core.	Assessments provide limited data for teachers to design effective interventions.	Assessments do not provide data for teachers to design effective interventions.	

SECTION VI: TEACHER, STUDENT, PARENT SUPPORT MATERIALS	High Quality - 3	2	1	0	Rating & Rationale/Comments
Effective strategies and activities support the development of academic English for all students , and include specific support for English Learners .	Teacher materials provide effective strategies and activities are provided to support the development of academic English for all students, especially English Learners.	Teacher materials provide some effective strategies and activities are provided to support the development of academic English for all students, especially English Learners.	Teacher materials provide few strategies and activities are provided to support the development of academic English for all students, especially English Learners.	The program does not meet this standard.	
Support for teachers' understanding of central concepts and tools of inquiry/research inherent in all five strands of the Utah Core Standards (including Foundational Reading Skills).	Teacher materials support teachers' understanding of central concepts and tools of inquiry/research.	Some teacher materials support teachers' understanding of central concepts and tools of inquiry/research.	Few teacher materials support teachers' understanding of central concepts.	The program does not meet this standard.	
Support for teachers in grades K-5 in supporting reading skills development (i.e., phonemic awareness, phonics, fluency, comprehension, vocabulary, and spelling) for grade-level students and for enrichment or support of students above or below grade level?	Teacher materials support teachers in developing, enhancing, and accelerating reading skills development for the grade level of the text.	Some materials support teachers in developing, enhancing, and accelerating reading skills development for the grade level of the text.	Few materials support teachers in developing, enhancing, and accelerating reading skills development for the grade level of the text.	Teacher materials do not support teachers in developing, enhancing, and accelerating reading skills development for the grade level of the text.	

SECTION VII: TEACHER, STUDENT, PARENT SUPPORT MATERIALS	High Quality - 3	2	1	0	Rating & Rationale/Comments
Parent materials provide concrete ways for parents to support their students academically in all five strands: <i>Reading, Foundational Reading Skills, Writing, Speaking and Listening</i> , and <i>Language</i> .	The program includes adequate and varied parent materials that provide concrete strategies for parents to support their students achieve academically. Materials are available in languages other than English.	The program includes limited parent materials that provide concrete strategies for parents to support their students academically.	The program includes extremely basic (introductory letters, etc.) parent materials that do not provide concrete strategies for parents to support their students.	There are no parent materials.	

SECTION VIII: TECHNOLOGY	3 – HIGH QUALITY	2	1	0	Rating & Rationale/Comments
Audio/Visual Attributes	High quality audio and visuals contribute to the overall effectiveness of the program.	Audio and visuals are of good quality and complement program effectiveness.	Audio and visuals are acceptable and aligned with program content.	Audio and visuals are not present, do not contribute, or distract from program content.	
Computer-based or online resources	Enhance the learning experiences and add depth and diversity to the content.	Offers some additional depth and diversity to the learning experience.	Limited impact to the overall learning experience.	Does not impact learning experience.	
Program technology/software	Program technology/software supports a wide range of learning opportunities to engage diverse students in the content.	Technology/software supports a range of learning opportunities to engage students in content	Limited technology supports limited learning opportunities to engage students in content.	Program technology does not support student engagement.	
Technology Use	Manual, directions, and/or on-line resources are understandable and user friendly.	Manual, directions, and/or on-line resources are user friendly.	Manual, directions, and/or on-line resources are not user-friendly.	Manual, directions, and/or on-line resources are not available.	

SECTION IX: Durability/Physical Qualities	3	2	1	0	Rating & Rationale/Comments
Student materials provide appropriate print, illustrations and text features.	Materials provide appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		Materials provide limited use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).	The materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).	
Student materials provide table of contents, glossary, index, etc.	Materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		Materials provide limited table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	
Teacher materials are easy to use.	Teacher materials are well organized with an easy-to-read font and correlation with student materials.		Teacher materials are somewhat organized, not in an easy-to-read font, and provide difficult to follow correlations with student materials.	Teacher materials are disorganized, with a hard-to-read font, and provide little or no correlation with student materials.	
Teacher and student materials are durable.	Teacher materials are securely bound & reinforced while staying open and flat. Student materials are securely bound and reinforced.	Teacher materials are adequately bound & reinforced while staying open and flat. Student materials are adequately bound.	Teacher materials have secure bindings but do not open and lay flat. Student materials have secure bindings.	Teacher materials have inferior binding & do not staying open and flat. Student materials have inferior bindings.	