Instructional Materials Evaluation Criteria – Secondary English Language Arts Rubric

<u>Supporting teachers in implementing the Common Core:</u>

A multi-state initiative through the Council of Chief State School Officers and the National Governors Association Center for Best Practices

Title & Grade Level _____ Date of Review: _____ ISBN# _____

2014 Pilot Assessment for Common Core; 2015 Assessment for Full Implementation of Common Core

KEY: CCR = Career and College Ready Anchor Standards in Reading, Writing, Speaking and Listening, and Language
SBAC = Smarter Balanced Assessment Consortium

RUBRIC is adapted to support Key Elements of the Common Core and the Model Core Teaching Standards (InTASC – Interstate Teacher Assessment and Support Consortium and NBPTS – National Board for Professional Teaching Standards)

ORGANIZATION: Section 1: Curriculum Content; Section 2: Assessment and Equity/Access; Section 3: Teacher, Student and Parent Support Materials; Section 4: Technology and Durability

SECTION 1: CURRICULUM CONTENT

Curriculum Content	3 – High Quality	2	1	0	Rating & Rationale/Comments
Content is aligned to the four Common Core Strands: Reading, Writing, Speaking and Listening, and Language.	90% of the four common core strands are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	70% of the four common core strands are covered are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	50% of the four common core strands are covered are covered.	Less than half of the four common core strands are covered are covered.	
Content is covered with appropriate depth.	The program provides 90% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or more of the necessary depth needed for appropriate instruction.	The program provides 50% or more of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.	
Content endorses sound research-based practices.	The program provides 90% or more of current research-based practices.	The program provides 70% or more of current research-based practices.	The program provides 50% or more of current research-based practices.	The program does not provide current research-based practices.	
Content is engaging to a range of diverse students.	90% or more of the materials and activities are interesting and engaging to a range of diverse students, promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to a range of diverse students, promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to a range of diverse students, promoting purposeful learning.	Very little, if any, of the materials and activities are interesting, engaging to a range of diverse students.	

Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels, providing effective strategies to activate background knowledge and ensure access to content knowledge.	70% of the program provides appropriate accommodations for various developmental levels, providing some effective strategies to activate background knowledge and ensure access to content knowledge.	50% of the program provides appropriate accommodations for various developmental levels, providing very few strategies to activate background knowledge and ensure access to content knowledge.	There are few or no appropriate accommodations for various developmental levels, providing no strategies to activate background knowledge and ensure access to content knowledge.	
Content in Reading includes literary and informational texts (CCR)	The range of text types includes high quality selections from a wide variety of genres *with increasing text complexity*: story, drama, poetry and nonfiction subgenres: exposition, argument, functional text and digital sources written for a broad audience.	70 % of the program includes a range of text types from a variety of genres: story, drama, poetry and nonfiction subgenres: exposition, argument, functional text and digital sources written for a broad audience.	50 % of the program includes a limited range of text types from a variety of genres: story, drama, poetry and nonfiction subgenres: exposition, argument, functional text and digital sources written for a broad audience.	The program does not include a range of text types from literary and informational texts.	
Content focuses on writing argumentation (CCR).	The program provides performance tasks for argumentation: supporting claims by analyzing substantive topics/texts, using valid reasoning and relevant & sufficient evidence.	70% of the program provides performance tasks for argumentation: supporting claims by analyzing substantive topics/texts, using valid reasoning and relevant & sufficient evidence.	50% of the program provides performance tasks for argumentation: supporting claims by analyzing substantive topics/texts, using valid reasoning and relevant & sufficient evidence.	The program does not provide performance tasks for argumentation.	
Content focuses on explanatory/informational writing (CCR).	The program provides performance tasks for informative writing: examining and conveying complex ideas and information clearly, accurately through effective selection, organization and analysis of content.	70% of the program provides performance tasks for informative writing: examining and conveying complex ideas and information clearly, accurately through effective selection, organization and analysis of content.	50% of the program provides performance tasks for informative writing: examining and conveying complex ideas and information clearly, accurately through effective selection, organization and analysis of content.	The program does not provide performance tasks for explanatory/informative writing.	
Content focuses on narrative writing (CCR).	The program provides performance tasks for narrative writing: developing real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	70% of the program provides performance tasks for narrative writing: developing real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	50% of the program provides performance tasks for narrative writing: developing real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	The program does not provide performance tasks for narrative writing.	

Content supports development of research and presentation skills. (CCR).	The program provides performance tasks for research and presentation: conducting research projects based on focused, relevant inquiry questions; gathering information from multiple print/digital resources and assessing the credibility and accuracy of each source.	70% of the program provides performance tasks for research and presentation: conducting research projects based on focused, relevant inquiry questions; gathering information from multiple print/digital resources and assessing the credibility and accuracy of each source.	50% of the program provides performance tasks for research and presentation: conducting research projects based on focused, relevant inquiry questions; gathering information from multiple print/digital resources and assessing the credibility and accuracy of each source.	The program does not provide performance tasks for research and presentation.	
Content in Speaking and Listening provides students with opportunities for collaboration and presentation (CCR).	The program provides performance tasks for speaking and listening: preparing for and participating in a wide range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively through a variety of media.	70% of the program provides performance tasks for speaking and listening: preparing for and participating in a wide range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively through a variety of media.	50% of the program provides performance tasks for speaking and listening: preparing for and participating in a wide range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively through a variety of media.	The program does not provide performance tasks for speaking and listening.	
Content in language focuses on conventions, vocabulary acquisition and use (CCR).	The program provides performance tasks for language development: demonstrating command of conventions and language use in writing and speaking; acquiring and using accurately general academic and domain-specific words and phrases.	70% of the program provides performance tasks for language development: demonstrating command of conventions and language use in writing and speaking; acquiring and using accurately general academic and domain-specific words and phrases.	50% of the program provides performance tasks for language development: demonstrating command of conventions and language use in writing and speaking; acquiring and using accurately general academic and domain-specific words and phrases.	The program does not provide performance tasks for language development.	

SECTION TWO: ASSESSMENT

Assessment	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 the Common Core Curriculum	Assessment tools are appropriate to inform instruction in ALL FOUR major strands of the Common Core Curriculum: Reading, Writing, Speaking and Listening, and Language.	Assessment tools are appropriate to inform instruction in **the majority** of the FOUR major strands of the Common Core Curriculum: Reading, Writing, Speaking and Listening, and Language	Assessment tools are LIMITED for informing instruction.	Assessment tools are NOT appropriate to inform instruction.	
Assessment alignment to objectives	Assessment is provided to assess 90% 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.	
Assessments support teachers in better adjusting their instruction to meet the needs of individuals and groups of students.	Assessments support teachers in better adjusting their instruction to meet the needs of individuals and groups of students.	Some assessments support teachers in better adjusting their instruction to meet the needs of individuals and groups of students.	Few assessments support teachers in better adjusting their instruction to meet the needs of groups of students.	Assessments do not support teachers in better adjusting 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 common core.	Some assessments provide data for teachers to design effective interventions to ensure that each student has access to the common core.	Assessments provide some data for teachers to design effective interventions.	Assessments do not provide data for teachers to design effective interventions.	

SECTION 3: TEACHER AND STUDENT SUPPORT MATERIALS

Section 3 Teacher Support Materials	3	2	1	0	Rating & Rationale/Comments
Teacher materials support teachers to better meet the learning needs of the student.	Curriculum maps, unit lessons, and/ or individual lessons are easy to understand and implement; are clearly written and present accurate concepts.	Most curriculum maps, unit lessons, and/ or individual lessons are easy to understand and implement; are clearly written and present accurate concepts.	Curriculum maps, unit lessons, and/ or individual lessons are difficult to understand.	Neither curriculum development nor lesson design guidance are provided.	
Teacher materials provide effective strategies and activities to support the development of academic English for all students, especially English Learners	Effective strategies and activities support the development of academic English for all students, especially English Learners.	Some effective strategies and activities support the development of academic English for all students, especially English Learners	Few strategies and activities support the development of academic English for all students, especially English Learners	No strategies or activities are provided	
Teacher materials support teachers' understanding of central concepts and tools of inquiry/research.	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.	Teacher materials do not support teachers' understanding.	
Teacher materials support teachers in connecting concepts and differing perspectives to engage learners in critical and creative thinking.	Teacher materials support teachers in connecting concepts and differing perspectives to engage learners in critical and creative thinking.	Some materials support teachers in connecting concepts and differing perspectives to engage learners in critical and creative thinking.	Few materials support teachers in connecting concepts and differing perspectives to engage learners in critical and creative thinking.	Teacher materials do not support teachers in connecting concepts and differing perspectives to engage learners in critical and creative thinking.	
Teacher materials support teachers in planning and adjusting instruction.	Teacher materials support teachers in planning and adjusting instruction.	Some materials support teachers in planning and adjusting instruction.	Few materials support teachers in planning and adjusting instruction.	Materials do not support teachers in planning and adjusting instruction.	

SECTION 4: TECHNOLOGY AND DURABILITY

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 complements program effectiveness.	Audio and visuals are acceptable and aligned with program content.	Audio and visuals do not contribute. Distracts 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.	
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).	70% of the materials provide appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).	50% of the materials provide appropriate 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 some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Materials provide a limited amount of 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 easy to read font and excellent correlation with student materials.	Teacher materials are organized with easy to read font and are correlated with student materials.	Teacher materials are somewhat organized with hard to read font and provide difficult to follow correlations with student materials.	Teacher materials are disorganized with hard to read font, providing little or no correlations 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 hard 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.	