

**Textbook Alignment to the Utah 7th Grade Language Arts Core Curriculum
Rubric for “Recommended Primary” Materials**

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____%			
Standard I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	a. Identify common prefixes and suffixes to determine the meanings of words (see chart, Appendix A).		
	b. Identify the literal meanings and shades of meaning of words.		
	c. Determine word meaning through definition or explanation context clues.		
	d. Distinguish between		

	commonly confused words (i.e., <i>a lot/allot; board/bored; brake/break; desert/dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're</i>).		
Objective 1.2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).	a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).		
	b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).		
	c. Retell, paraphrase, and summarize from informational text.		
	d. Distinguish main idea and supporting details in text.		
Objective 1.3 (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.	a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).		
	b. Describe a character's traits as traits as revealed by the narrator (e.g., thoughts, words, speech, patterns, and actions).		

	c. Distinguish topic from theme in literature.		
	d. Identify descriptive details and imagery that establish setting.		
	e. Identify figurative language (i.e., simile and metaphor).		
	f. Identify main ideas and/or emotions in a wide range of poetry.		
Standard II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 2.1 (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.	a. Retell significant events in sequence.		
	b. Summarize essential information from literary or informational text.		
	c. Connect text to self.		^
Objective 2.2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term,	a. Determine audience and purpose for extended writing.		
	b. Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.		
	c. Use sensory details.		

<p>not necessarily limited to the type of writing emphasized at individual grade level.)</p>			
<p>Objective 2.3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.</p>	<p>a. Evaluate and revise for:</p> <ul style="list-style-type: none"> • Use of a unifying idea or topic. • A clear beginning, middle, and end, with sequential transitions. • Appropriate tone and voice. • Appropriate word choice for topic. • Varied sentence beginnings and sentence length. 		
	<p>Edit for:</p> <ul style="list-style-type: none"> • Correct grade level spelling. • Correct use of commas in a series. • Correct subject-verb agreement. • Correct use of possessives. • Correct capitalization of sentence beginnings and proper nouns. • Correct end punctuation on simple and 		

	compound sentences.		
Standard III: (Inquiry/Research/Oral Presentation: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 3.1 (Process of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.	a. Establish a purpose for inquiry.		
	b. Gather relevant information to answer questions.		
	c. Validate the accuracy and relevance of information, discriminating between fact and opinion.		
	d. Distinguish paraphrasing and summarizing from plagiarizing.		
Objective 3.2 (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.	a. Select an appropriate format to report information.		
	b. Gather information on an idea of concept.		
	c. Report information using summarization.		
	d. Use informal contextual citation. (Example: “Gary Paulsen says he gets his ideas from...”)		
Objective 3.3 (Oral Communication of Inquiry): Communicate	a. Determine the purpose for communication (e.g., to respond in writing, to obtain		

ideas and information appropriately in classroom settings.	a result, to convey ideas or information, to seek validation).		
	b. Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).		
	c. Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).		
	d. Contribute constructively in classroom settings.		

General Rubric

Review Category	High Quality - 3	2	1	0	NA	Comments
Curriculum Content Coverage						
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with	The program	The program	The program	The program lacks		

appropriate depth.	provides 80% or more of the necessary depth needed for appropriate instruction.	provides 70% or less of the necessary depth needed for appropriate instruction.	provides 50% or less of the necessary depth needed for appropriate instruction.	the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging	70% of the program provides appropriate accommodations for various developmental levels acknowledging	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of		

	prerequisite skills and knowledge.	prerequisite skills and knowledge.	and knowledge.	needed prerequisite skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced	Teacher materials are adequately hardbound while	Teacher materials have secure bindings but do not open and	Teacher materials have inferior bindings but do lay		

	while staying open and flat for teaching.	staying open and flat for teaching	lay flat to facilitate teaching.	flat to facilitate teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of	Program provides adequate student ancillary materials to enhance and supplement the delivery of	Program provides some student ancillary materials that are of limited value to supplement and enhance the	The program provides no student ancillary materials or student ancillary materials are of such poor quality		

	instruction.	instruction.	delivery of instruction.	and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		
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Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
 - (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
 - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
 - (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
 - (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.** Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: _____

Date: _____