



K-12 Instructional Material Resource Evaluation

| | | | |
|--|--|--------------------------|--|
| Publisher | | Resource Title | |
| Area Evaluated | | Name of Evaluator | |
| Role: Parent ____ Educator ____ Student ____ Community Member ____ | | | |

Directions: Complete one form for each textbook series/program you evaluate. In your evaluation, consider the materials according to the criteria below. First, take each individual criterion and rate the material using the following standard: **EXCEEDS, MEETS or DOES NOT MEET. Place "X" in the appropriate box, tallying subtotals and final scores where indicated.** Use the comment section to give reasons for your ratings, citing pages whenever possible.

| Preliminary Questions | YES | NO |
|---|-----|----|
| Does this resource have a print and digital option? | | |
| Is the print version durable? | | |

| A. CONTENT | EXCEEDS (2 pts.) | MEETS (1 pt.) | DOES NOT MEET (0 pts.) |
|---|---------------------|------------------|------------------------------|
| Content is aligned to the state, national, and/or international standards. | | | |
| Content is relevant and appropriate to the grade level and language proficiency level. | | | |
| Content develops literacy skills related to college and career readiness expectations. | | | |
| Presentation of the scope and sequence of content is well-organized. | | | |
| Content fosters an integrated approach where concepts/skills are not taught in isolation. | | | |
| Content presents real world application that is current and engaging. | | | |
| Content allows students to progress from mastery of basic concepts/skills to application. | | | |
| Materials effectively integrates listening, speaking, viewing, reading, and writing skills. | | | |
| Content provides activities and projects for students to deepen their problem-solving and decision-making skills. | | | |
| Content is free from factual errors. | | | |
| Materials support interdisciplinary lessons. | | | |
| CATEGORY SUBTOTALS | | | |

| B. EQUITY and ACCESSIBILITY | EXCEEDS (2 pts.) | MEETS (1 pt.) | DOES NOT MEET (0 pts.) |
|--|---------------------|------------------|------------------------------|
| Resources are free from bias in their portrayal of ethnic groups, gender, age, cultures, disabilities, and religion. | | | |
| Resources are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles. | | | |
| Resources address the needs of Gifted students. | | | |
| Resources address the needs of English Learners (EL). | | | |
| Resources address the needs of Special Education (SPED) students. | | | |
| Materials are accessible to all students. | | | |
| Resources address the diverse, multicultural nature of our society. | | | |
| Resources provide information on how parents/guardians can be involved in the instructional materials. | | | |
| CATEGORY SUBTOTALS | | | |

| C. ASSESSMENT | EXCEEDS (2 pts.) | MEETS (1 pt.) | DOES NOT MEET (0 pts.) |
|--|-----------------------------|--------------------------|---------------------------------------|
| Assessment is aligned to the state, national, and/or international standards. | | | |
| Assessment is designed at appropriate Depth of Knowledge (DOK) levels for each standard being assessed. | | | |
| Materials provide for a balanced approach to assessment emphasizing both formative and summative assessments in multiple formats. | | | |
| Formats include performance-based task and portfolio assessment as well as selected and constructed response. | | | |
| Assessments are fully integrated throughout the instructional program. | | | |
| Materials integrate formal and informal means of assessment. | | | |
| Materials include multiple types of assessments (performance tasks, multiple choice, short answer, and free response). | | | |
| Materials communicate expectations for student performance through rubrics, self-assessment, analysis of student work, and teacher commentary. | | | |
| Multiple measurements of individual student progress occur at regular intervals ensuring success for all students. | | | |
| CATEGORY SUBTOTALS | | | |

| D. DIGITAL DESIGN and SUPPORT | EXCEEDS (2 pts.) | MEETS (1 pt.) | DOES NOT MEET (0 pts.) |
|---|-----------------------------|--------------------------|---------------------------------------|
| The scope and sequence of the content is well-organized and comprehensive with the state, national, and/or international standards. | | | |
| The program provides opportunities for direct instruction and independent practice. | | | |
| Text is organized in a logical manner and includes a table of contents, indices, glossaries, overviews, objectives, and selected answers in the appendix. | | | |
| Text/format is written in the appropriate grade level text complexity band and/or language proficiency level. | | | |
| The layout is consistent, clear, and arranged logically. | | | |
| Teacher resources are comprehensive and organized. | | | |
| Materials support immersive reader feature. | | | |
| Materials support multiple languages for student and family support. | | | |
| Includes data components that are easy to view, manipulate, disaggregate, share, and download. | | | |
| Materials allow for keyword and content standard searches. | | | |
| Digital files are editable for teachers and students. | | | |
| The program provides strategies and/or a professional learning component for teachers. | | | |
| CATEGORY SUBTOTALS | | | |

| E. INSTRUCTIONAL DESIGN and SUPPORT | EXCEEDS (2 pts.) | MEETS (1 pt.) | DOES NOT MEET (0 pts.) |
|---|-----------------------------|--------------------------|---------------------------------------|
| Materials and activities are high interest, engaging, and authentic. | | | |
| Materials promote inquiry, research, and application of learning. | | | |
| Materials encourage the use of critical thinking, problem solving, and communication. | | | |
| Guidance is provided for appropriate strategies for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction). | | | |
| Opportunities exist for teachers to increase their knowledge of content and/or strategies. | | | |
| Ancillary/supplementary materials are well organized, of high quality, and enhance instruction. | | | |
| CATEGORY SUBTOTALS | | | |

EVALUATION SUMMARY

| STRENGTHS | WEAKNESSES | ADDITIONAL COMMENTS |
|------------------|-------------------|----------------------------|
| | | |

| OVERALL EVALUATION | EXCEEDS | MEETS | DOES NOT MEET |
|----------------------------|----------------|--------------|----------------------|
| TOTAL NUMERIC SCORE | | | |