

Evaluation Criteria Used by English Textbook Review Committee

Section I: Correlation with the Standards of Learning

| Determine the degree to which content found in these textbooks is correlated with the Standards of Learning and the Curriculum Framework for this subject. | | |
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| Adequate A | Limited L (Note: Provide examples to support this rating.) | No Evidence N (Note: Provide examples to support this rating.) |
| Lessons are aligned with the standards. | Limited connections between the standards and the lessons are noted. | No correlation between the standards and the lessons. |
| Content appears accurate, clear, and in sequential order. | Content appears to contain some inaccuracies or is not always clear. | A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies. |
| Most of the essential understandings, knowledge, and skills are supported. | Essential understandings, knowledge, or skills are not sufficiently addressed. | Essential understandings, knowledge, or skills are not addressed. |
| Many opportunities are provided for students to practice essential skills. | There is limited opportunity for students to practice essential skills. | Opportunities to practice essential skills are not included. |
| Comments or concerns related to content accuracy, bias, or editing: | | |

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Section II: Rubric for Instructional Design and Support

(Reported and may be used in correlation and approval considerations.)

| Adequate A | Limited L (Note: Provide examples to support this rating.) | No Evidence N (Note: Provide examples to support this rating.) |
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| Criterion 1 -Textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. | | |
| Connections to content from prior grades are clearly identified, intentional, and explicitly related to grade-level work | Lesson materials include supports for students to build their vertical content knowledge by accessing prior knowledge and providing opportunities for extension in line with the vertical progression | The visual design of the materials supports student engagement with the content |
| Criterion 2 - The textbook is organized appropriately within and among units of study. | | |
| Materials contain units of study that are organized around meaningful content and topics that relate to the real world | Units of study require students to build knowledge within and across texts and contain appropriately sequenced, high-quality text-dependent questions and tasks | Materials include a school year's worth of literacy instruction, including realistic pacing guidance and routines |
| Criterion 3 - The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | | |
| Materials contain rich overviews to support teacher's understanding of content and pedagogical approach | Materials include support to help teachers implement the materials as intended, including useful annotations and suggestions for how to facilitate instruction; web-based materials are easily accessible and coherent with text-based materials | Materials include resources and guidance to help administrators support teachers in implementing the materials as intended, including guidance to support analysis of student data. |
| Criterion 4 - The writing style, syntax, and vocabulary are appropriate. | | |
| The writing style is clear and accessible, making complex concepts understandable for the intended grade level of students | The writing style of the textbook introduces and develops concepts, ensuring that information flows logically and builds upon previous knowledge in a coherent manner | The textbook uses precise vocabulary and accurate information relevant to the subject matter and demonstrates variety in sentence structures and language use to maintain reader engagement and clarity |
| Criterion 5 -Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. | | |
| Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, and consider a range of topics, and are of publishable quality and are worthy of especially careful reading; they include a mix of informational texts and literature | Anchor texts in the materials have the appropriate level of quantitative and qualitative complexity for the grade as defined by the standards. | Texts that are part of a series or chosen to build knowledge or for independent student reading vary in complexity levels. |

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| Criterion 6- Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. | | |
| Texts that are part of a series or chosen to build knowledge or for independent student reading vary in complexity levels and provide structured opportunities for collaborative discussions to deepen understanding and explore different interpretations of the material. | The curriculum includes a variety of texts (e.g., articles, primary sources, literature excerpts) that provide multiple perspectives or depth on key topics and include the integration of reading, writing, and discussion activities is coherent and aligned with learning objectives and standards. | Writing tasks are embedded throughout the curriculum to help students synthesize information, analyze texts, and articulate their understanding and allow students to demonstrate an expanded understanding of topics and concepts over time through their engagement with integrated reading, writing, and discussion activities |
| Criterion 7-Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. | | |
| Materials provide a variety of strategies for engaging students in the content, offer enrichment activities that extend learning beyond the basic concepts covered, and include a variety of learning activities that cater to different learning styles and preferences | Instructional strategies encourage students to explore concepts in-depth, going beyond surface-level understanding, questions and tasks are text-dependent, and provide opportunities for students to demonstrate their knowledge and skills in a variety of ways | The materials provide scaffolds such as graphic organizers, sentence frames, or modeling to support students in understanding complex concepts, regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade level standards, and regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies) |

Note: Any subject area criteria that are required in state statute will be included as part of the state review. The Department of Education may establish criteria indicators that are subject-area specific.