Textbook and Instructional Material Evaluation Rubric Form- Mathematics

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: enVisionmath2.0 Author(s): Milou, Fennell, Schielack, et al Publisher(s): Pearson Education, Inc.

Copyright Date: 2018 Subject/Grade Level: 6th - 8th

Student ISBN: 6th - 9780328896165, 7th - 9781323209929, 7th Adv - 9780328970902, 8th - 9780328896264

Teacher Edition ISBN: 6th - 9780328881116, 7th - 9780328881123, 8th - 9780328881130

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		
4. Material contains examples, explanations, formulas and/or online resources to required depth and breadth of the Nevada Academic Content Standards.	2		
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade level).	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		
9. Material provides Smarter Balanced assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.	2		
Other:			
Total Organization:	20		

Mathematics Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials **focus** on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Material demonstrates **coherence** of KSA's appropriate to grade level.	2		
13. Material demonstrates complexity to conceptual understanding, procedural skills, fluency, and application (**rigor**).	2		
14. Material is consistent with the progression of the KSA at each grade level.	2		
15. Real-world applications are given and relevant to the students.	2		
16. Information and directions are clearly written and explained.	2		
17. Tasks are aligned to the domains of the Nevada Academic Content Standards.	2		
18. Lessons/tasks are interdisciplinary when appropriate.	2		
19. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		
20. Tasks apply to the diversity of students and their abilities, interests, and learning styles.	2		
21. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
22. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
23. Teacher edition includes formative assessment/evaluation tools and processes.	2		
24. Material and tasks focus on the eight Mathematical Practices.	2		
25. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
26. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
27. Material includes understanding and application of skills and concepts at grade level.	2		
28. Material provides strategic use of mathematical tools, including technology.	2		
29. The material is focused on the major ideas/skills at that grade level.	2		
30. Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other: _____			
Total Mathematics Content Criteria:	40		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
31. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
32. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
33. Material includes access to a multilingual glossary.	2		
34. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
35. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		See Attached
Other:			
Total Inclusion Criteria:	10		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
36. Material content aligns to district/organization curriculum.	2		
37. Material content aligns with college and career readiness skills (Nevada Academic Content Standards).	2		
38. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards and statewide assessments.	2		
Other:			
Total Alignment Criteria:	6		

Total Score for Mathematics Textbook or Instructional Material: 76

PEARSON ALWAYS LEARNING

February 27, 2017

Pearson K-12 Customer,

Pearson supports school districts in their efforts to comply with the *Individuals with Disabilities Act of 2004* and the terms and conditions of the National Instructional Materials Access Center, NIMAC. In accordance with provisions contained within IDEA 2004, Pearson will upload any K-12 textbook or core related student print material published after July 19, 2006, to the NIMAC.* Please note that Pearson routinely uploads most eligible materials to the NIMAC at the time of the first classroom-ready printing, often before receiving a request.

Where to look for Braille, large print, audio and other specialized formats
The American Printing House for the Blind maintains a clearinghouse for Braille, large print, audio and other specialized format materials that includes many K-12 textbooks. Pearson recommends searching the Louis database to see if the title is available in the necessary format. Here is the link.
http://louis.aph.org/catalog/CategoryInfo.aspx?cid=152

Accessing the NIMAC
Authorized Users can access NIMAS titles in the NIMAC in order to make specialized format materials for blind and low vision students, as well as for students with other print disabilities. The NIMAC can be found at http://www.nimac.us/, where individual titles can be located using the site's search feature. A current list of state authorized users can be found on this NIMAC resource page.
http://nimas.cast.org/about/resources/nimas_nimac_contacts

Requesting digital text files for School titles that predate the NIMAC
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k12accessibility@pearson.com.

Best Regards,

Thomas Starbranch
Director, Content Standards

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