

World Languages Evaluation Rubric for Core Instruction

Name of Publisher/Text:				
Name of Evaluator(s):			School/Department:	
<u>Instructional Materials Adoption Specification</u>			Standards	
Rate by checking the number that best indicates the degree to which the materials satisfy each Indicator.				
SCALE	4 – Thoroughly <i>(far above average)</i>	3 – Good <i>(adequate)</i>	2 – Poor <i>(barely adequate)</i>	1 – Unsatisfactory <i>(very inadequate)</i>
<i>*Adapted from Florida Department of Education’s Core Rubric Questions.</i>				

CONTENT					
Indicators	4	3	2	1	Notes
1. Alignment with Curriculum <ul style="list-style-type: none"> • Content aligns with the state’s standards, benchmarks, and clarifications for subject, grade level and learning outcomes. 					
2. Alignment with Curriculum <ul style="list-style-type: none"> • Content is written to the correct skill level of the standards, benchmarks and clarifications in the course. 					
3. Alignment with Curriculum <ul style="list-style-type: none"> • Materials are adaptable and useful for classroom instruction. 					
4. Level of Treatment <ul style="list-style-type: none"> • The materials provide sufficient details for students to understand the significance of topics and events. 					
5. Level of Treatment <ul style="list-style-type: none"> • The content matches the standards. 					
6. Level of Treatment <ul style="list-style-type: none"> • The content matches the student abilities and grade level. 					
7. Level of Treatment <ul style="list-style-type: none"> • The content matches the time period allowed for teaching. 					
8. Expertise for Content Development <ul style="list-style-type: none"> • The primary and secondary sources cited in the materials reflect expert information for the subject. 					
9. Expertise for Content Development <ul style="list-style-type: none"> • The primary and secondary sources contribute to the quality of the content in the materials. 					
10. Accuracy of Content <ul style="list-style-type: none"> • The content is presented accurately (Material should be devoid of typographical or visual errors.) 					
11. Accuracy of Content <ul style="list-style-type: none"> • The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature). 					
12. Accuracy of Content <ul style="list-style-type: none"> • The content of the material is representative of the discipline. (Materials should include prevailing theories, concepts, standards and models used with the subject area). 					
13. Accuracy of Content <ul style="list-style-type: none"> • The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies). 					
14. Currency of Content <ul style="list-style-type: none"> • The content is up-to-date according to current research and standards of practice. 					
15. Currency of Content <ul style="list-style-type: none"> • The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context. 					

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16. Currency of Content <ul style="list-style-type: none"> The content is presented in an appropriate and relevant context for the intended learners. 					
17. Authenticity of Content <ul style="list-style-type: none"> The content include connection to life in a context that is meaningful to students. 					
18. Authenticity of Content <ul style="list-style-type: none"> The material includes interdisciplinary connections which are intended to make the content meaningful to students. 					
19. Accurate Representation <ul style="list-style-type: none"> The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). 					
20. Humanity and Compassion <ul style="list-style-type: none"> The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography and inhuman treatment. (An exception may be necessary for units covering animal welfare.) 					
In general, is the CONTENT of the benchmarks and standards for this course covered in the material?	Notes:				

PRESENTATION					
Indicators	4	3	2	1	Notes
1. Comprehensive of Student and Teacher Resources <ul style="list-style-type: none"> The comprehensiveness of the student resources addresses the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. 					
2. Alignment of Instructional Components <ul style="list-style-type: none"> All components of the major tool align with the curriculum and each other. 					
3. Organization of Instructional Materials <ul style="list-style-type: none"> The materials are consistent and logical organization of the content for the subject area. 					
4. Readability <ul style="list-style-type: none"> Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. 					
5. Pacing of Content <ul style="list-style-type: none"> The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. 					
6. Accessibility <ul style="list-style-type: none"> The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. 					
In general, how well does the submission satisfy PRESENTATION requirements?	Notes:				

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LEARNING					
Indicators	4	3	2	1	Notes
1. Motivational Strategies <ul style="list-style-type: none"> • Instructional materials include features to maintain learner motivation. 					
2. Explicit Instruction <ul style="list-style-type: none"> • The materials contain clear statements of information and outcomes. 					
3. Guidance and Support <ul style="list-style-type: none"> • The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers 					
4. Guidance and Support <ul style="list-style-type: none"> • Guidance and support must be adaptable to developmental differences and various learning styles. 					
5. Active Participation of Students <ul style="list-style-type: none"> • The materials engage the physical and mental activity of students during the learning process. 					
6. Active Participation of Students <ul style="list-style-type: none"> • Are the activities included organized logically with the extension of content, goals and objectives? 					
7. Targeted Instructional Strategies <ul style="list-style-type: none"> • Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. 					
8. Targeted Instructional Strategies <ul style="list-style-type: none"> • The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. 					
9. Targeted Assessment Strategies <ul style="list-style-type: none"> • The materials correlate assessment strategies to the desired learning outcomes. 					
10. Targeted Assessment Strategies <ul style="list-style-type: none"> • The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes. 					
11. Universal Design for Learning <ul style="list-style-type: none"> • The submission incorporates strategies, materials, activities, etc. that consider the needs of all students. 					
12. B.E.S.T. Standards Application <ul style="list-style-type: none"> • The appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards are applied. 					
In general, does the submission satisfy LEARNING requirements?	Notes:				

NOTES: _____
