

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

	3: Superior	2: Strong	1: Limited	0: Very Weak/None
Degree of Alignment to Standards: Rate the degree in which the textbook actually aligns to the CCSS.	All of the content and performance expectations in the identified standard are completely addressed and are the focus of the textbook.	Minor elements of the standard are not addressed in the textbook or they align to a minor part of the textbook.	A significant part of the content or performance expectations of the identified standard is not addressed in the textbook.	The textbook does not or only minimally matches the intended standards.
Quality of Explanation of the Subject Matter: Rate how thoroughly the subject matter is explained or otherwise revealed in the textbook.	The textbook provides comprehensive information so effectively that the target audience should be able to understand the subject matter. It connects important associated concepts within the subject matter and does not need to be augmented with additional explanation or materials.	It explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable. It falls short of <i>superior</i> in that it does not make connections among important associated concepts within the subject matter.	It explains the subject matter correctly but in a limited way. This cursory treatment of the content is not sufficiently developed for a first-time learner of the content. The explanations are not thorough and would likely serve as a review for most learners.	Its explanations are confusing or contain errors. There is little likelihood that this object will contribute to understanding.
Utility of Materials Designed to Support Teaching: Evaluates the potential utility of an object at the intended grade level for the majority of instructors.	The textbook provides materials that are comprehensive and easy to understand and use and includes suggestions for ways to use the materials with a variety of learners that go beyond the basic lesson. All components are provided and function as intended and described and facilitate the use of a mix of instructional approaches.	It offers materials that are comprehensive and easy to understand and use. However, it does not include suggestions for ways to use the materials with a variety of learners or some core components are underdeveloped in the object.	It includes a useful approach or idea to teach an important topic. However, the object is missing important elements or important elements do not function as they are intended to. Teachers would need to supplement this textbook to use it effectively.	It is confusing, contains errors, is missing important elements, or is for some other reason simply not useful, in spite of an intention to be used as a support for teachers in planning or preparation.
Quality of Assessments: Evaluates materials designed to determine what a student knows before, during, or after a topic is taught. When many assessment items are included in one object, as is often the case, the rubric is applied to the entire set.	All of the skills and knowledge assessed align clearly to the content and performance expectations intended, as stated or implied in the object. Nothing is assessed that is not included in the scope of intended material unless it is differentiated as extension material. The most important aspects of the expectations are targeted and are given appropriate weight/attention in the assessment. The assessment modes used in the textbook require the student to demonstrate proficiency in the intended concept/skill. The level of difficulty is a result of the complexity of the subject-area content and performance expectations and of the degree of cognitive demand, rather than a result of unrelated issues.	If it assesses all of the content and performance expectations intended, but the assessment modes used do not consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.	If it assesses some of the content or performance expectations intended, as stated or implicit in the object, but omits some important content or performance expectations and/or fails to offer the student opportunities to demonstrate proficiency in the intended content/skills.	If its assessments contain significant errors, do not assess important content/skills, are written in a way that is confusing to students, or are unsound for other reasons.

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

Quality of Technological Interactivity: Rates the degree and quality of the interactivity of that component. This is not a rating for technology in general, but for technological <i>interactivity</i>. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.	The textbook is responsive to student input in a way that creates an individualized learning experience. This means that it adapts to the user based on what s/he does, or it allows the user some flexibility or individual control during the learning experience. The interactive element is purposeful and directly related to learning. The textbook is well-designed and easy to use, encouraging learner use and it appears to function flawlessly on the intended platform.	If it has an interactive feature that is purposeful and directly related to learning, but does not provide an individualized learning experience. Interactive objects must be well designed, easy-to-use, and function flawlessly on the intended platform. Some technological elements may not be directly related to the content but they must not detract from the learning experience.	If its interactive element does not relate to the subject matter and may detract from the learning experience. These kinds of interactive elements may slightly increase motivation but do not provide strong support for understanding the subject matter addressed in the object. It is unlikely that this interactive feature will increase understanding or extend the time a user engages with the content.	If it has interactive features that are poorly conceived and/or executed. The interactive features might fail to operate as intended, distract the user, or unnecessarily take up user time.
Quality of Instruction and Practice Exercises: Evaluates materials that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. The purpose of these exercises is to deepen understanding of subject matter and to routinize foundational skills and procedures. When concepts and skills are introduced, providing a sufficient number of exercises to support skill acquisition is critical. However when integrating skills in complex tasks, the number of exercise problems is less important than their richness. Sets of practice exercises are treated as a single object, with the rubric applied to an entire group.	The textbook offers more exercises than needed for the average student to facilitate mastery of the targeted skills. For complex tasks, one or two rich practice exercises may be considered more than enough. The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable. There are a variety of exercise types and/or the exercises are available in a variety of formats, as appropriate to the targeted concepts and skills. For more complex practice exercises the formats used provide an opportunity for the learner to integrate a variety of skills.	If it offers only a sufficient number of well-written exercises to facilitate mastery of targeted skills, which are supported by accurate answer keys or scoring guidelines, but there is little variety of exercise types or formats.	If it has some, but too few exercises to facilitate mastery of the targeted skills, is without answer keys, and provides no variation in type or format.	If the exercises provided do not facilitate mastery of the targeted skills, contain errors, or are unsound for other reasons.

LA CAÑADA UNIFIED SCHOOL DISTRICT

TEXTBOOK RATING FORM

Opportunities for Deeper Learning: • Think critically and solve complex problems. • Work collaboratively. • Communicate effectively. • Learn how to learn. • Reason abstractly. • Construct viable arguments and critique the reasoning of others. • Apply discrete knowledge and skills to real-world situations. • Construct, use, or analyze models.	At least three of the deeper learning skills from the list identified in this rubric are required in the textbook. The textbook offers a range of cognitive demand that is appropriate and supportive of the material. Appropriate scaffolding and direction are provided.	If it includes one or two deeper learning skills identified in this rubric.	If it includes one deeper learning skill identified in the rubric but is missing clear guidance on how to tap into the various aspects of deeper learning.	If it appears to be designed to provide some of the deeper learning opportunities identified in this rubric, but it is not useful as it is presented.
User Friendly Format	The materials are completely self-explanatory and easy to use.	The materials require minimal explanation and are fairly easy to use.	The materials are not easily explained and require additional planning to use.	The materials are difficult to comprehend and explain.
Appropriate for students with special needs and English learners	Additional materials are provided that engage and challenge at the appropriate learning level.			
Other (specify)				