

History and Social Science
Textbook and Instructional Materials Review Rubric
Section I – Correlation with Standards of Learning

Correlation with Standards of Learning – Using the information in the 2001 History and Social Science Standards of Learning and the 2001 History and Social Science Curriculum Framework for this subject, determine the degree to which content found in these instructional materials is correlated in <i>thoroughness</i> and <i>accuracy</i> .		
Adequate A	Limited L	No Evidence O (Note: Provide examples to support this rating.)
<ul style="list-style-type: none"> – Content is accurate, clear, and in sequential order. – Most of the essential understandings, knowledge, and skills are supported. – Many opportunities are provided for students to practice essential skills. – Primary sources adequately support the standards. 	<ul style="list-style-type: none"> – Content contains some inaccuracies or is not always clear. – Essential understandings, knowledge, or skills are not sufficiently addressed. – There is limited opportunity for students to practice essential skills. – Primary sources seldom support the standards. 	<ul style="list-style-type: none"> – A logical sequence of content cannot be identified. – Essential understandings, knowledge, or skills are not addressed. – Opportunities to practice essential skills are not included. – No primary sources are included in the materials.

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Section II - Design and Organization of Instructional Materials

Adequate A	Limited L	No Evidence O <small>(Note: Provide examples to support this rating.)</small>
Criterion 1 - Materials support the goals of the History and Social Science Standards of Learning as outlined in the introduction to the 2001 History and Social Science Standards of Learning.		
<ul style="list-style-type: none"> - Objectives and materials are aligned with the standards. - Sufficient coverage of skills and concepts is evident. 	<ul style="list-style-type: none"> - Limited connections between the standards and the materials are noted. - Limited support of skills and concepts is evident. 	<ul style="list-style-type: none"> - There is no correlation between the materials and the standards.
Criterion 2 - Instructional materials reflect a coherent and logical sequence of instruction.		
<ul style="list-style-type: none"> - Materials provide for an orderly, well-planned, logical progression of facts and concepts with attention to the goals of the standards. 	<ul style="list-style-type: none"> - Sequence of content and materials is inconsistent. 	<ul style="list-style-type: none"> - No sequence of content and materials was identified.
Criterion 3 - Reading level is appropriate to the age and/or grade level of students.		
<ul style="list-style-type: none"> - Reading level is generally appropriate for the intended student population. - Reading level remains consistent throughout the text. 	<ul style="list-style-type: none"> - Reading level is often not on grade level. - Reading level varies throughout the text. 	<ul style="list-style-type: none"> - Reading level is not appropriate.
Criterion 4 - Organizational properties such as the table of contents, indices, and glossaries are well designed and useful.		
<ul style="list-style-type: none"> - Organizational properties of the materials assist in understanding and processing the content. - Organizational properties are generally easy to use. 	<ul style="list-style-type: none"> - Organizational format is inconsistent or not well-defined. - Organization of properties are unclear or confusing. 	<ul style="list-style-type: none"> - Organizational properties are insufficient or not present.
Criterion 5 - Graphic representations (charts, cartoons, tables, diagrams, photographs, and maps) contribute to an understanding of the Standards of Learning.		
<ul style="list-style-type: none"> - Illustrations and graphic representations are current, correlated to the standards, and presented in a variety of formats. 	<ul style="list-style-type: none"> - Graphic representations are frequently out-of-date, vague, or inaccurate. 	<ul style="list-style-type: none"> - Graphic representations were insufficient or were not present.
Criterion 6 - Materials are free of bias.		
<ul style="list-style-type: none"> - Content is presented from various points of view (balanced and objective). - Materials integrate contributions, experiences, and perspectives of various cultural groups. 	<ul style="list-style-type: none"> - Content is sometimes presented from a biased point of view. - There is limited evidence of contributions, experiences, and perspectives of various cultural groups. 	<ul style="list-style-type: none"> - Many instances of bias were noted (please provide details) or important contributions, experiences, and perspectives of various cultural groups are absent.
Criterion 7 - Spelling, grammar, and mechanics usage are accurate.		
<ul style="list-style-type: none"> - Application of spelling, grammar, and mechanics is generally correct. 	<ul style="list-style-type: none"> - A number of spelling, grammar, or mechanics mistakes were noted (please provide details). 	<ul style="list-style-type: none"> - Many errors were noted (please provide details).

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Section III – Instructional Planning and Support
(Reported but not used in adoption considerations)**

Adequate A	Limited L	No Evidence O (Note: Provide examples to support this rating.)
Criterion 1 - Textbook and instructional materials address the needs of diverse student populations (Special Education, Limited English Proficient, Talented and Gifted).		
– A variety of instructional approaches for working with diverse student populations is provided.	– Few instructional approaches for working with diverse student populations are provided.	– There is no evidence of instructional support that meets the needs of diverse student populations.
Criterion 2 - A variety of instructional activities (both teacher-facilitated and student-centered) has been included.		
– A variety of instructional activities is provided. – Instructional activities are usually relevant to the standards.	– A limited number of instructional activities is provided. – Instructional activities often do not correlate to the standards.	– No instructional activities were provided.
Criterion 3 - Suggestions for a variety of quality formative and summative classroom assessment have been included.		
– A variety of assessment examples is provided. – Assessments almost always address the standards. – Assessments are instructionally sound.	– Assessment examples are limited in variety. – Assessments seldom address the standards. – Assessments may not always be instructionally sound.	– No classroom assessments were provided.
Criterion 4 - Supporting technology resources (videotapes, audiotapes, computer software, CD-ROMs, Internet sites, etc.) have been identified.		
– Sample resources are relevant. – Supporting technology resources are accessible.	– Sample resources identified are not usually relevant. – Supporting technology resources are not easily accessible.	– No supporting technological resources were identified.
Criterion 5 - Resources that assist in updating information (such as political bodies, maps, current events, etc.) have been identified.		
– Resources are current, clear, accurate, and accessible.	– Resources are out-of-date, vague, inaccurate, or inaccessible.	– No resources to assist in updating information were provided.
Criterion 6 - Textbook and instructional materials support effective instructional strategies and techniques for history and social science.		
– Supporting materials provide detailed examples of instructional strategies.	– Supporting materials provide few or unclear examples of instructional strategies.	– No instructional strategies and techniques were provided.