

General Evaluation Worksheet: Grades K-5

REVIEWER	
PROGRAM TITLE AND PUBLISHER	
DATE	

Each panel member completes a worksheet for each student text or series (print/digital) submitted for adoption consideration. Use the Comments/Evidence column for documentation of your evaluation and to support your final rating. The evaluator should be looking for evidence that the material satisfies that criterion. Rate each student text or series using the Likert scale below.

RATING SCALE				
1 = No Evidence	2 = Limited Evidence	3 = Average Evidence	4 = Above Average Evidence	5 = Superior Evidence

GENERAL CRITERIA	RATING	COMMENTS/EVIDENCE
I. CONTENT ALIGNMENT		
<p>A. CONTENT SPECIFIC</p> <ul style="list-style-type: none"> Content alignment must be consistent with appropriate SCCCR standards or CTE course standards Content encourages students to seek and use additional resources (articles/literature, web-based resources, activities) that are aligned to the standards Content organized for effective learning Integration of higher-order thinking skills and critical thinking evident throughout the program. (Note: <u>Core academic programs must include a weight of up to 10 percent of the overall criteria on the development of higher-order thinking skills and critical thinking</u>) In-depth coverage of content objectives Balance and pacing of skills and objectives <p>B. ACCURACY</p> <ul style="list-style-type: none"> Bias: Sensitive representation of ethnic, gender, religious, and regional groups. Balanced representation is presented so that achievements and contributions are recognized. All groups treated with appropriate respect, and the abilities and activities of various groups should be free of stereotypes. Facts: <ul style="list-style-type: none"> ◆ Accurate and objective presentation of information ◆ Accuracy/objectivity not adversely affected by content omissions or emphases. Reliability of authorship 		

GENERAL CRITERIA	RATING	COMMENTS/EVIDENCE
<p>C. ALIGNMENT TO SCIENCE OF READING</p> <ul style="list-style-type: none">Content includes support for instruction in:<ul style="list-style-type: none">◆ phonemic awareness,◆ print concepts,◆ phonics,◆ vocabulary,◆ comprehension, and◆ fluencyContent demonstrates a systematic and explicit approach to phonics instruction (Every Student Succeeds Act)Content is aligned to current research <p>D. STUDENT ASSESSMENT/ EVALUATION</p> <ul style="list-style-type: none">Quality of questions and activities consistent throughout the program and aligned to standardsProvisions for a variety of assessment and evaluation activities aligned to standardsRequires application and problem-solving strategies		
II. INSTRUCTIONAL STRATEGIES		
<p>A. VARIETY OF TEACHING AND LEARNING STYLES</p> <ul style="list-style-type: none">Sufficient quantity of challenging activities aligned to standards for group, individual, in-school and out-of-school projects providedReinforcement and enrichment features includedDelivery method is appropriate and successfully engages the studentVaried learning styles and ability levels are accommodated <p>B. ORGANIZATION/MANAGEMENT</p> <ul style="list-style-type: none">Instructional objectives are present, well-written, and designed to facilitate learningProgram provides flexibility for creative teaching <p>C. APPLICATIONS OF CONTENT</p> <ul style="list-style-type: none">Balance of reading, discussion, and independent activities to engage students in applying knowledgeApplication of content through problem-solving and decision-making		
III. GENERAL AND DIGITALCHARACTERISTICS		
<p>A. FORMAT/APPEARANCE</p> <ul style="list-style-type: none">Visibility factor/contrast of text with page backgroundIllustrative materials (graphs, tables, diagrams, photographs, illustrations) enhance attractiveness <p>B. SOURCES</p> <ul style="list-style-type: none">Sources reflect current research and best practicesSearch function is available and easy to use		

GENERAL CRITERIA		RATING	COMMENTS/EVIDENCE
C. DIGITAL CHARACTERISTICS <ul style="list-style-type: none"> ● Accessibility: Digital materials compliant with Section 508 of the Rehabilitation Act requires Federal agencies to make their electronic and information technology accessible to people with disabilities. ● Interoperability: Digital materials meet the interoperability standards as defined by IMS Global Learning Consortium ● Well-designed and easy to use without extensive supervision or special assistance ● Program encourages learner use, involvement, and interactive ● Technical assistance is readily available and instructions for access are easily understood ● Teacher has full access to individual student monitoring of activities, assignments, and assessments ● “Real-world” features and connections with student experiences evident ● On-going record of students' progress is maintained ● Interactive elements are purposeful and directly related to learning ● Functions flawlessly on a variety of platforms at school and home ● Content sources are accurately cited ● Content can be updated based on new discoveries and current events 			
Additional Comments/Evidence			

Evidence of Standards Alignment

	Strand	Standard	Indicator	Code	Grade	Present in Curriculum	Evidence
			Number of Words	F.1.1	K		
			Alliteration	F.1.2	K-1		
			Rhyming	F.1.3	K-1		

	Strand	Standard	Indicator	Code	Grade	Present in Curriculum	Evidence
	Foundations of Reading (F)	Phonological and Phonemic Awareness	Count Phonemes	F.1.4	K-1		
			Onsets and Rimes	F.1.5	K-1		
			Identify Phonemes	F.1.6	K		
			Manipulate Phonemes	F.1.7	K-2		
		Print Concepts	Book Features	F.2.1	K-1		
			One-to-One	F.2.2	K		
			Follow Print	F.2.3	K		
			Sentences	F.2.4	K		
			Letters and Words	F.2.5	K		
		Decoding and Encoding	Identify Letters	F.3.1	K		
			Compare Letters	F.3.2	K		
			Consonant Sounds	F.3.3	K		
			Vowel Sounds	F.3.4	K-2		
			Word Families	F.3.5	K		
			Make New Words	F.3.6	K-2		
			Syllables	F.3.7	K-2		
			Decode and Encode	F.3.8	K-2		
		Fluency	High-Frequency Words	F.4.1	K-2		
			Fluency	F.4.2	K-5		
			Reading Strategies	F.4.3	K-3		
	Applications of Reading (AOR)	Literary Elements and Figurative Language	Literary Elements	AOR.1.1	K-E4		
			Figurative Language	AOR.1.2	K-E4		
		Theme and Central Idea	Theme	AOR.2.1	K-E4		
			Central Idea	AOR.2.2	K-E4		
		POV and Perspective in Literary Texts	POV and Perspective	AOR.3.1	K-E4		
		Perspective and Purpose in Informational Texts	Perspective and Purpose	AOR.4.1	K-E4		
		Text Structure and Features	Literary Text Structure	AOR.5.1	K-E4		
			Informational Structures and Features	AOR.5.2	K-E4		
			Argument and Rhetoric	AOR.5.3	K-E4		
		Summarizing and Paraphrasing	Summarizing and Paraphrasing	AOR.6.1	K-E4		
		Vocabulary: Determining Meaning	Determining Meaning	AOR.7.1	K-E4		
		Vocabulary: Word Meaning within Text	Word Meaning Within Text	AOR.8.1	K-E4		
		Vocabulary: Morphology	Morphology	AOR.9.1	K-E4		

	Strand	Standard	Indicator	Code	Grade	Present in Curriculum	Evidence
		Print and Non-Print Forms	Print and Non-Print Forms	AOR.10.1	K-E4		
	Research (R)	Research	Investigating and Refining Knowledge	R.1.1	K-E4		
			Credibility	R.1.2	2-E4		
			Relevance	R.1.3	4-E4		
			Synthesis	R.1.4	4-E4		
			Citation	R.1.5	4-E4		
	Written and Oral Communications (C)	Argumentative Writing	Argumentative Writing	C.1.1	K-E4		
		Informative/Expository Writing	Informative/Expository Writing	C.2.1	K-E4		
		Narrative Writing	Narrative	C.3.1	K-E4		
		Grammar and Conventions	Grammar and Conventions	C.4.1	K-E4		
		Improving Writing	Improving Writing	C.5.1	K-E4		
		Handwriting	Handwriting	C.6.1	K-5		
		Communicating Ideas	Communicating Ideas	C.7.1	K-E4		
		Collaboration and Perspective	Collaboration and Perspective	C.8.1	K-E4		
		Evaluating Ideas	Evaluating Ideas	C.9.1	K-E4		

Criteria Summary for Evaluation of Instructional Materials

CRITERIA		RATING Enter ratings in each section and total			
I. CONTENT AND ALIGNMENT (60%)	Weight	x	Rating	=	Total
*Content Specific	0.25	x		=	
Accuracy	0.13	x		=	
Alignment to Science of Reading	0.12	x		=	
Student Assessment/Evaluation	0.10	x		=	
II. INSTRUCTIONAL STRATEGIES (25%)	Weight	x	Rating	=	Total
Variety of Both Teaching and Learning Styles	0.10	x		=	
Organization/Management	0.10	x		=	
Applications of Content	0.05	x		=	
III. GENERAL AND DIGITAL CHARACTERISTICS —ACCESSABILITYAND INTEROPERABILITY (15%)	Weight	x	Rating	=	Total
Format/Appearance	0.03	x		=	
Sources	0.02	x		=	
Digital Characteristics	0.10	x		=	
TOTAL SCORE					

PROVISO 1A.19. (SDE-EIA: CORE CURRICULUM MATERIALS)	
*For <u>core academic</u> programs, Section I -- Content Specific (35%) includes a weight of up to 10 percent of the overall criteria on higher order thinking skills and critical thinking. List weight for higher order thinking skills and critical thinking for this program or text.	List Weight

PROVISO 1.93 (SDE: Partisanship Curriculum)	
*The information in instructional materials align with the expectations outlined in Proviso 1.93. Refer to the listed concepts in Proviso 1.93 provided.	Yes or No

ACCESSIBILITY REQUIREMENTS	Applicable	Compliance?
NIMAS Compliance (print student edition)		
Accessibility - WCAG for Section 508 and WCAG Compliance (digital student materials)		
Interoperability – Compliance with IMS Global Standards for SCDE’s LOR		

EVALUATOR AND PROGRAM/SERIES INFORMATION	
Review Panel (subject area)	
Publisher	
Program/Series	
Author	
Evaluator's Signature and Date	