Instructional Materials Evaluation Rubric – Science

Curriculum Coverage	3	2	1	0	Rating
Meets Core Standards and Objectives	More than 80% of the state core objectives are adequately addressed. Instructional materials are clearly aligned with core objectives.	At least 70% of the state core objectives are adequately addressed. Instructional materials are somewhat aligned with core objectives.	50% of the state core objectives are adequately addressed.	Less than half of the state core objectives are adequately addressed.	
Ratio of relevant material	80% of text is directed at core objectives.	At least 60% of text is directed at core objectives.	At least 40% of text is directed at core objectives.	Less than 40% of text is directed at core objectives.	
Content Accuracy	Accurate information reflects current scientific knowledge. No content bias.	Accurate information. No content bias.	Inaccurate science concepts Content bias created problems with science concepts.	Many inaccuracies in science content or concepts. Or Misconceptions or Outdated information.	
Covers Process Skills	Materials encourage students to use scientific inquiry skills, (e.g., observing, measuring, classifying, predicting, designing experiments).	Materials present opportunity to use scientific inquiry skills. Some inquiry included.	Majority of materials provide only explicit step-by-step instructions.	No hands-on activities.	
Age Appropriate	A wide range of activities accommodates various developmental levels. Presentation is a reasonable pace with depth of coverage. Content organized according to appropriate skills and knowledge development.	Some activities are adaptable to the appropriate age level. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate levels are not addressed.	
Reading Level & Interest	Reading level is written on an age appropriate level. Content is high interest.	Reading level is written on a marginal appropriateness level. Content is somewhat interesting.	Reading level is not appropriate for grade level. Content is medium-to-low interest.	Reading level is totally inappropriate for grade level. Content is low interest.	

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Teaching and Learning.	Facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students. Includes a wide variety of pedagogical strategies for flexible grouping and instruction.	Encourages and assists teachers in addressing learning styles and individual needs of students. Includes various pedagogical strategies for flexible grouping and instruction.	Addresses to a limited degree the differences in learning and teaching. Includes some pedagogical strategies for flexible grouping and instruction.	Does not enhance teaching and learning.	
Vocabulary	Scientific terms and academic vocabulary are appropriately used. Essential vocabulary is clearly identified and defined. Meaning is embedded in the text.	Scientific terms and academic vocabulary are generally used. Meaning is embedded in the text.	Some scientific terms and academic vocabulary are used. Essential words are used with limited support for meaning.	There is a lack of scientific terms and academic vocabulary.	

Physical Qualities	3	2	1	0	N/A
Durability	Quality materials are securely bound and reinforced.	Materials have secure binding.	Materials are bound adequately.	Materials have inferior binding.	
Font and format for intended grade level	Appropriate use of font size and format for intended grade level. Key words or phrases appropriately bold-faced, highlighted, and/or italicized.	Font size and format adequate for intended grade level. Some key words or phrases bold-faced, highlighted, and/or italicized.	Font size and format too small or too large for age group. Highlighting, bold facing, or italics were used too much or too little.	Font size and/or format inconsistent. No key words or phrases boldfaced, highlighted, or italicized.	
Pictures, tables, and graphs	Appropriate and varied pictures, tables, and graphs contribute to understanding text material.	Limited pictures, tables, and graphs contribute to understanding text material	Limited pictures, tables, and graphs **do not** contribute to understanding text material	Inappropriate pictures, tables, and graphs Or Materials distract from text or do not contribute to understanding.	
Tables of contents, glossaries, and indices	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	Tables of contents, indices, glossaries, content summaries, and assessment guides are present but not supportive.	Table of contents, glossary, and/or index are incomplete or missing.	

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Ancillary Materials	3	2	1	0	
Teacher Materials	Planning guides are effective, innovative, concise, and clear. Includes useful integration activities across curriculum content areas. Investigations, demonstrations, and experiments focus on scientific principles in the content area.	Planning guides are mostly effective, standard, and clear. Offers integration suggestions to other curriculum areas. Most investigations, demonstrations, and experiments focus on scientific principles in the content area.	Planning guides provide somewhat effective directions. Makes reference to integration with other curriculum areas. Some investigations and experiments focus on demonstrating scientific principles in the content area	Planning guides not included. No integration with other curriculum areas provided. Investigations and experiments are not related to content area.	
Student Materials	Activities engage students in purposeful learning to develop investigative skills and judgment, logical thinking, and understanding of scientific principles. Materials instruct students to use basic and integrated processes in the performance of scientific study and inquiry.	Most activities engage students in purposeful learning to develop investigative skills and understanding of scientific principles. Most materials will instruct students to use basic and integrated processes in the performance of scientific study and inquiry.	Some activities engage students in purposeful learning to encourage investigative skills and logical thinking. Some materials will instruct students to use basic and integrated processes in the performance of scientific study and inquiry.	Activities do not develop the concept studied or encourage further application. Materials do not encourage students to use basic and integrated processes in the performance of scientific study and inquiry.	
Parent Materials	Homework assignments support classroom learning and are written so parents/guardians can easily help their children. Introduces ideas to extend concepts in the real world. ESL strategies are provided in material sent home to parents. Provides some materials to be sent home written in another language.	Suggested strategies and activities to assist parents/guardians. Some ideas to extend concepts in the real world. ESL strategies are provided in material sent home to parents.	Limited activities available for parent/guardian use. Limited real world applications.	No parent/guardians activities included. No extensions suggested.	
Lab Materials	Materials are high quality. Materials are provided and/or can be replaced economically and locally.	Materials are acceptable. Materials can be replaced locally or by mail order.	Materials are not provided. Needed materials can be obtained by special order.	Materials are not part of the program, easily obtained or unsafe	

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Technology	3	2	1	0	
Software	Menus are easy to read and follow. User-friendly installation requires a minimal level of computer expertise. No tech support needed. Manual and directions are user friendly.	Menus are generally easy to read and follow. Installation requires minimal levels of computer expertise. Manuals and directions are understandable.	Menus are somewhat easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.) Installation might require some knowledge or expertise. Some tech support needed. Manuals are included.	Menus / help files are hard to follow. Installation requires expertise. No manuals or written instructional materials are provided. Tech support required	
Audio/Visual attributes	High quality audio and visuals. Contribute to overall effectiveness of program. Information is accurate and up-to-date. Engaging.	High quality audio and visuals. Contribute to overall effectiveness of program. Information is accurate and up-to-date.	Good quality audio/visual. Information is accurate.	Out of date. Or Inaccurate.	
Enhances learning experience	Enhances learning experience by clarifying concepts. Adds depth and diversity.	Offers depth and diversity to learning experience.	Limited impact to overall learning experience.	Does not enhance learning experience.	

Universal Access	3	2	1	0	N/A
Content accurately reflects diverse population	Provides effective strategies to adapt curriculum for all students (e.g. special needs, learning difficulties, English language learners, advanced learners.) Accurate portrayal of cultural, racial, and religious diversity in society. Materials promote a	Provides some strategies to adapt curriculum to meet assessed special needs. Mostly accurate portrayal of cultural, racial, and religious diversity in society. Some materials are provided to connect and better understand ethnic studies.	Provides limited strategies to assist special needs students. Does not address diversity in society.	Inappropriate strategies to assist special needs students Inaccurate or inappropriate portrayal of diverse populations.	

	knowledge and understanding of ethnic groups.				
Provides for the development of healthy attitudes and values	Helps students develop skills for healthy attitudes and interests. Provides opportunity for collaboration among students.	Some collaborative activities provided integration of healthy attitudes and opportunities for student collaboration.	Includes limited integration of healthy attitudes.	Does not address integration of healthy attitudes or provide opportunities for collaboration.	

Assessment	3	2	1	0	N/A
Provide a variety of assessment options	Multiple measures of individual student progress are provided (e.g., performance tests, interpretive tasks, writing projects and multiple choice tests).	Several different types of assessment provided.	Some variety in assessment provided.	No variety of assessment provided.	
Scoring tools	Effective scoring tools and rubrics in assessment package.	Some scoring tools and rubrics provided.	Very few scoring tools are provided.	No scoring tools provided.	
Assessment alignment to objectives	Assessment is provided to assess 80% of stated objectives with a variety of assessment strategies and items.	Assessment is provided to assess 65% of stated objectives.	Assessment is provided to assess 50% of stated objectives.	Assessment is provided to assess less than 50% of stated objectives.	
Assessment for understanding	Assessment requires the application of ideas and concepts.	Assessment requires the application of some ideas and concepts.	Assessment requires the application of few ideas and concepts.	No application of ideas and concepts.	