

World Languages Instructional Materials Evaluation Rubric

Title of Material: _____

Date: _____

<u>Curriculum Coverage</u>	3	2	1	0	Rating
Meets Core Standards & Objectives	-80% of the state core objectives are covered. -Objectives are clearly stated with measurable outcomes.	-70% of the state core objectives are covered. -Objectives are clearly stated with measurable outcomes.	-50% of the state core objectives are covered.	-Less than half of the state core objectives are covered.	
Content Accuracy	-Accurate information reflecting current pedagogical theories or research-based practice. -No content bias.	-Some inaccuracies found, however information reflects pedagogical theories or research-based practice. -No content bias.	-Many linguistic inaccuracies were found. -Information does not reflect either current pedagogical theories or research basis.	-Major inaccuracies found. - Does not have either a theoretical or a research-based pedagogical basis.	
Covers Process Skills	-Materials encourage students to use communicative skills. i.e., obtaining and providing information, understanding, interpreting, and responding to questions.	-Materials provide a range of activities with memorized responses.	-Materials provide a set of explicit questions, answers, and instructions.	-No communicative activities included.	
Age Appropriate	-A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. -Includes age	-Some activities are adaptable to the appropriate age level. -Some cross-curricular activities are given. -The activities are near the appropriate	-Limited developmentally appropriate activities. -Pre-requisite skills and prior knowledge are not sufficiently developed before	-Age appropriate issues are not addressed. -Several activities are not based on appropriate cognitive levels. -The English reading	

	<p>appropriate cross-curricular references (e.g. literature, software, etc.)</p> <p>-Content organized so pre-requisite skills and knowledge are developed before more complex skills.</p> <p>-The reading level of the English text is at grade level.</p>	<p>cognitive level for students.</p> <p>-Some attention given to pre-requisite skills and knowledge.</p> <p>-The reading level of English text is within one grade level for the intended students.</p>	<p>more complex concepts are introduced.</p> <p>-The reading level of the English text is more than one grade level too low for the intended students.</p>	<p>level is more than one grade level too high for the intended students.</p> <p>-The English vocabulary used is beyond student's level of comprehension.</p>	
Pedagogically Sound	<p>-Facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students.</p> <p>-Includes a wide variety of pedagogical strategies for flexible grouping and instruction.</p> <p>-The content is provided in meaningful contexts.</p>	<p>-Encourages and assists teachers in addressing learning styles and individual needs of students.</p> <p>-Includes various pedagogical strategies for flexible grouping and instruction.</p> <p>-Concepts are presented in a coherent manner.</p>	<p>-Addresses differences in learning and teaching to a limited degree.</p> <p>-Includes some pedagogical strategies for flexible grouping and instruction.</p> <p>-Some science is presented in an encyclopedic manner.</p>	<p>-Hinders effective pedagogy.</p> <p>-Materials are provided in an encyclopedic manner.</p> <p>-The science is presented as a list of terms and vocabulary.</p>	
<u>Physical Qualities</u>	3	2	1	0	Rating
Durability	<p>-Materials are securely bound and reinforced.</p> <p>-Hardbound preferred.</p> <p>-Publisher quality ink and paper.</p>	<p>-Materials are hardbound adequately.</p> <p>-Ink and paper is of a good quality.</p>	<p>-Softbound or paperback materials with secure binding.</p> <p>-Ink and paper adequate.</p>	<p>-Softbound or paperback materials, inferior binding.</p> <p>-Printing or publishing is not of professional quality.</p>	
Print Size & legibility for	<p>-Appropriate use of font size and format for</p>	<p>-Font size adequate for intended grade level.</p>	<p>-Font sized and format too small or</p>	<p>-Font size inconsistent.</p> <p>-Inappropriate use of</p>	

intended grade level	intended grade level. -Use of highlighted section heading. -Key words or phrases bold faced and /or italicized.	-Some highlighted section headings. -Some key words or phrases boldfaced and /or italicized.	too large for age group. -Section headings not highlighted or too many section headings. -Highlighting was used too much, emphasized too much information.	section headings. -No key words or phrases bold or italicized.	
Pictures, tables, & graphics	-Appropriated and varied pictures, tables, & graphs.	-Limited pictures, tables, & graphs.	-Very limited pictures, tables, & graphs.	-Inappropriate pictures, tables, & graphs.	
Includes table of content, glossaries, & index	-Tables of contents, indices, glossaries, content summaries, and assessment guides, that are designed to help teachers, parents/guardians, and students, and clearly represents concepts within the text.	-Tables of contents, indices, glossaries, content summaries, and assessment guides, that are designed to help teachers, parents/guardians, and students, and clearly represents concepts within the text.	-Tables of contents, indices, glossaries, content summaries, and assessment guides.	-Includes simple table of content, glossary, & index.	
<u>Ancillary Materials</u>	3	2	1	0	Rating
Teacher Materials	-Lesson plans are easy to understand and implement. -Are clearly written and presented with accurate concepts. -Linguistic terms and academic vocabulary are appropriately used.	-Most lesson plans are easy to understand and implement. -Are clearly written and presented with accurate concepts. -Generally linguistic terms and academic vocabulary are	-Some lesson plans are easy t understand and implement. -Some linguistic terms and academic vocabulary are appropriately used. -Some communicative	-Lesson plans are difficult to understand. -There is a lack of linguistic terms and academic vocabulary. -Exchanges of information are neither relevant nor useful.	

	-Communicative activities focus on exchanging useful and relevant information.	appropriately used. -Most communicative activities focus on exchanges of useful and relevant information.	activities include exchanges of useful and relevant information.		
Student Materials	-Activities engage students in purposeful learning. -Activities develop empathetic skills and judgment, logical thinking, and understanding of cultural differences. -The materials will instruct students to use basic grammatical structures to encourage functional communication.	-Most activities engage students in purposeful learning. -Activities develop empathetic skills and understanding of cultural differences. -Most of the time materials will instruct students to use basic grammatical structures to encourage functional communication.	-Some activities engage students in purposeful learning. -Activities encourage empathy and understanding of cultural differences. -Some of the time materials will instruct students to use basic grammatical structures to encourage functional communication.	-Activities do not develop the concept studied, -Activities do not encourage understanding of cultural differences. -The materials do not encourage students to use grammatical structures to encourage functional communication.	
Parent Materials	-Homework assignments that support classroom learning, written so that parents/guardians can easily help their children. -Introduces ideas to extend concepts in the real world.	-Suggested strategies and activities to assist parents/guardians. -Some ideas to extend concepts in the real world.	-Limited activities available for parent/guardian use. -Limited real world applications.	-No parent/guardians activities included. -No extensions suggested.	
<u>Technology</u>	3	2	1	0	Rating
Ease of use	-Menus are easy to read and follow.	-Menus are generally easy to read and follow.	-Menus are easy to read.	-Menus are not very descriptive and hard to	

	-User friendly installation requires a minimal level of computer expertise. -Manual and directions are understandable	-Installation requires little computer expertise. -Manuals and directions are simple.	-Might have to read manual to understand operation of technology. (i.e., laser remote, software.) -Installation might require some knowledge or expertise. -Manuals are included.	follow. -Installation requires expertise. -No manuals or written help materials.	
Audio/Visual attributes	-High quality audio & visuals are correct and contribute to overall effectiveness of program. -Information is current and up-to-date.	-Audio & visuals are of good quality. -Compliments program effectiveness. -Information is current.	-Audio & visuals are acceptable. -Aligned with program content. -Information is most current.	-Audio & visual defects are apparent. -Distracts from program content. -Information is out-of-date.	
Enhances learning experience	-Enhances learning experience. -Adds depth and diversity. -Explains or conveys concepts in audio or visual format that clarifies concepts.	-Offers some additional depth and diversity to learning experience.	-Mild impact to overall learning experience.	-Does not impact learning experience.	
<u>Universal Access</u>	3	2	1	0	Rating
Content accurately reflects diverse population	-Provides ways to adapt curriculum for all students (e.g. special needs, learning, difficulties, English	-Provides some ways to adapt curriculum to meet assessed special needs. -Mostly accurate	-Provides limited strategies to assist special needs students. -Does not address	-Inaccurate portrayal of diverse populations. -Inappropriate strategies to assist special needs students.	

	language, learners, advanced learners.) -Accurate portrayal of cultural, racial, & religious diversity in society. -Materials are aligned to promote a leading knowledge and understanding of ethnic groups.	portrayal of cultural, racial, & religious diversity in society. -Some materials are provided to connect and better understand ethnic studies.	diversity in society.	-Inappropriate portrayal of diversity of society.	
Provides for the development of healthy attitudes and values	-Helps students develop skills for healthy attitudes and interests. -Provides opportunity for collaboration among students.	-Periodic integration of healthy attitudes. -Some collaborative activities provided.	-Limited integration of healthy attitudes and opportunities for student collaboration.	-Does not address integration of healthy attitudes or provide opportunities for collaboration.	
Portrayal of males & females	-Equal treatment or portrayal of males and females.	-Moderate treatment or portrayal of males and females.	-Inadequate treatment or portrayal of males and females.	-Inaccurate treatment or portrayal of males and females.	
<u>Assessment</u>	3	2	1	0	Rating
Provide a variety of assessment options	-Multiple measurements of individual student progress at regular intervals ensuring success of all students.	-Assessment requires students to apply some concepts.	-Assessment requires students to apply few concepts.	-Provides only paper & pencil assessment.	
Assessment tools	-Scoring tools & rubrics in assessment package.	-Some scoring tools & rubrics provided.	-Very few assessment tools are provided.	-Answer keys to paper & pencil assessments.	
Assessment alignment to objectives	-Assess of 80% of stated objectives with a variety of assessment items.	-Assess 65% of stated objectives.	-Assess 50% of stated objectives.	-Assess less than 50% of stated objectives.	
Assessment for	-Assessment requires	-Assessment requires	-Assessment requires	-No application of	

understanding	the application of ideas and concepts.	that application of some ideas and concepts.	the application of few ideas and concepts.	ideas and concepts.	
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