Alabama State Department of Education
High-Quality Instructional Materials Review Form
Career and Technical Education

Title:	Grade-Level(s)/Course:
Publisher:	Copyright:

Overall Rating (Choose one):

Tier I, Exemplifies Quality   90% - 100%
Tier II, Approaching Quality   80% - 89%
Tier III, Not representing Quality 79% and below

Reviewed by: _____   **Date: _____**

Guidelines for Review

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.

Sources of Evidence

- The product itself: unit and lesson plans, teacher guides, student-facing resources, associated software, and other components
- Other credible and comprehensive reviews of materials, such as those by EdReports and the Louisiana Department of Education
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers
- Research findings that demonstrate that the materials have a positive impact on student learning.

Definitions of Ratings

4--Exceeds Expectations:
All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations:
Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations:
Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations:
Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence:
More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

SECTION1:   *NON-NEGOTIABLES*

Publishers must comply with all indicators below for participation in the review process.

YES NO   Instructional Material(s) are aligned to *Alabama Course of Study:* _____
YES NO   Instructional Material(s) have a publication year of 2018 or later.
YES NO   Instructional Material(s) are available for review online or in a digital format, when applicable.
YES NO   Username(s) and password(s) are created and active for online access by reviewers and
               public throughout the entire state and local review process.

SECTION 2: *ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS*

_____ Number of Standards   _____ Number of Standards Met   _____ Percentage of Standards Met

Note: The scoring rubric for specific subject area Courses of Study Standards will be an addendum for scoring purposes. Reviewers will use the results from the rubric to complete the information above. The percentage of standards met will be determined by dividing the number of standards met by the number of standards for the subject area.

SECTION 3: *CLASSROOM APPLICATION*

<u>220</u>   Possible Points   _____   Points Obtained   _____   Percentage of Points Obtained

Directions for reviewers using this rubric:
Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 220 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Content

Alignment with Curriculum					
1. The content aligns with the standards for grade level and expected learning outcomes.	1	2	3	4	IE
2. The content is written to the correct skill level of the standards in the course.	1	2	3	4	IE
3. The materials are adaptable and useful for classroom instruction.	1	2	3	4	IE
Level of Treatment					
4. The level of complexity is appropriate for instruction of the standard.	1	2	3	4	IE
5. The content is developmentally appropriate for the age of the students, student ability and level of language acquisition.	1	2	3	4	IE

6. The curriculum provides guidance for teachers on differentiating instruction.	1	2	3	4	IE

Accuracy of Content

7. The content presented is accurate in historical context and contemporary facts and concepts.	1	2	3	4	IE
8. The content is factual, objective, and free of mistakes, errors, inconsistencies, contradictions, and biases of interpretation.	1	2	3	4	IE
9. Visuals and other elements contribute to the accuracy of text or narrative.	1	2	3	4	IE
10. The content uses proper grammar, linguistics, terminology, definitions, descriptions and visuals that contribute to the accuracy of the text narrative.	1	2	3	4	IE

Relevance of Content

11. The content is up-to-date for the course and the context in which the content is presented	1	2	3	4	IE
12. The text, visuals, photographs, and other features reflect the time period appropriate for the objectives and intended learners.	1	2	3	4	IE

Authenticity of Content

13. The content includes problem-centered connections to real life in a context that is meaningful to students.	1	2	3	4	IE
14. The material includes interdisciplinary connections which are intended to make the content meaningful to students.	1	2	3	4	IE

Multicultural Representation

15. There is a balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles.	1	2	3	4	IE

16. Content reflects inclusiveness and equity among gender, ethnicity, age, work situations and multicultural groups.	1	2	3	4	IE

Humanity and Compassion					
17. Instructional material portray the appropriate care and treatment of people and animals.	1	2	3	4	IE

SUBTOTAL _____

Presentation

Comprehensiveness of Student and Teacher Resources					
18. Guidelines and resources are provided on how to implement and evaluate instruction (e.g., sample projects, alternative assessments, rubrics, peer or performance assessments, and portfolios).	1	2	3	4	IE
19. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	1	2	3	4	IE
Alignment of Instructional Components					
20. All components of the instructional package align with each other as well as with the curriculum.	1	2	3	4	IE
21. All materials provided by the publisher are integrated with, and interdependent of, each other.	1	2	3	4	IE
Organization of Instructional Components					
22. The curriculum provides order, clarity, and an explicit and teachable structure. The text is organized and coherent.	1	2	3	4	IE
23. The curriculum provides features that facilitate access to the content (e.g., table of contents index, outlines, key concepts, drop down menus, etc.)	1	2	3	4	IE

24. The curriculum has a visible structure and format - at a glance features (e.g., chapter headings, subheadings, highlighting, etc.)	1	2	3	4	IE
25. The pattern of organization is consistent and logistical for the type of subject or topic.	1	2	3	4	IE

Readability of Instructional Materials

26. The narratives and visuals engage students in reading and/or listening and understanding the content at a level appropriate to the students' level of language acquisition.	1	2	3	4	IE
27. The curriculum uses organized, coherent text language and concepts familiar to the student.	1	2	3	4	IE
28. The curriculum uses visual features that improve readability. (e.g., color/size of print, paper without glare, relevant and clear visuals, etc.)	1	2	3	4	IE

Pacing of Content

29. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	1	2	3	4	IE

Ease of Use of Materials

30. Both print and media formats of materials are easy to access, use, and replace	1	2	3	4	IE
31. Materials are durable enough for multiple uses over time.	1	2	3	4	IE
32. Materials are designed for practical use in the classroom and school environment.	1	2	3	4	IE
33. Technology resources work properly without the purchase of additional software.	1	2	3	4	IE
34. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material.	1	2	3	4	IE

Learning

Motivational Strategies					
35. Instructional materials include features that maintain learner motivation, provide thought provoking challenges and activities that stimulate intellectual curiosity.	1	2	3	4	IE
36. Materials positively influence the expectations of students for success through tasks that relate to student interests, connect to cultural backgrounds, and provide activities that are relevant to the student's life.	1	2	3	4	IE
37. Materials include informative and positive feedback on progress through frequent progress checks and varied forms of assessment.	1	2	3	4	IE
38. Appearance should be attractive to the students.	1	2	3	4	IE
Teaching a few "Big Ideas"					
39. Curriculum focuses on developing a deeper and more complete understanding of the major themes appropriate for the course.	1	2	3	4	IE
40. Curriculum provides an organizing framework for integrating new information.	1	2	3	4	IE
Explicit Instruction					
41. The curriculum includes clear presentation and explanation of purposes, goals, and expected outcomes, concepts, rules, information, terms, models, examples, and feedback.	1	2	3	4	IE
42. Curriculum avoids terms and phrases with ambiguous meanings, confusing directions, and inadequate explanations.	1	2	3	4	IE
Guidance and Support					

43. Instructional materials include scaffolding and differentiated support to help students safely and successfully become more independent learners and thinkers.	1 2 3 4 IE
44. The curriculum's guidance and support is adaptable to the developmental differences of various learning styles.	1 2 3 4 IE

Active Participation of Students

45. Instructional materials provide opportunity to engage the students during the learning process. Students should be given opportunities to demonstrate mastery of skills orally and/or in writing.	1 2 3 4 IE
46. Assignments in the curriculum include questions and application activities during learning that give students opportunities to respond in an active way (e.g., generating products, illustrations, graphs, applying, or extending what they've learned, etc.)	1 2 3 4 IE

Targeted Instructional Strategies

47. Instructional materials include instructional strategies known to be successful for the targeted learning outcomes for the course and meet the needs of all learners (Students with Disabilities, English Learners, Gifted, Advanced, At-Risk, Remedial, Multiple Learning Styles)	1 2 3 4 IE
48. Instructional materials address current research based and best practices targeting instructional learning strategies.	1 2 3 4 IE
49. Instructional materials provide appropriate reading strategies and opportunities to embed literacy into content.	1 2 3 4 IE
50. Instructional materials include assessment strategies that are known to be successful, vary based on the type of learning, match the standards, and performance requirements for the course and inform the teacher on student misconceptions.	1 2 3 4 IE
51. The curriculum provides the teacher with multiple assessment tools at a variety of complexity levels.	1 2 3 4 IE

Digital Platform

Digital Platform					
52. Has a user-friendly layout/organization and is accessible on mobile devices?	1	2	3	4	IE
53. Searchability for teachers and students (topic, benchmarks, keyword)	1	2	3	4	IE
54. Students can annotate digital text, submit work, and receive feedback electronically.	1	2	3	4	IE
55. Resources are available for teacher support in content and pedagogy.	1	2	3	4	IE

SUBTOTAL _____

TOTAL _____

Comments:

SECTION 4: *ADDITIONAL CRITERIA OF SUPERIOR QUALITY* *(may not apply for all subject areas)*

<u>108</u>   Possible Points   ____   Points Obtained   ____   Percentage of Points Obtained

Directions for reviewers using this rubric:
Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 108 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Career and Technical Education / Workforce Development Content					
1. The text and/or material fosters an integrated approach where concepts and skills are taught in tandem.	1	2	3	4	IE
2. The content incorporates and supports current performance and research-based practices.	1	2	3	4	IE
3. The text and/or material effectively integrates a wide variety of CTE/WFD techniques and genres.	1	2	3	4	IE
4. Activities include guiding questions which encourage the development of higher-level thinking and performance skills.	1	2	3	4	IE
5. Activities include project-based learning opportunities relevant to the content standards.	1	2	3	4	IE

6. Students of both sexes and various cultures and physical conditions will be able to use the materials without feeling excluded, estranged, or diminished.	1	2	3	4	IE
7. The resources/materials use references and timelines that feature events from various parts of the world and a variety of time periods and cultures.	1	2	3	4	IE
8. The text and/or material makes connections to other content areas. (ELA, Mathematics, Science)	1	2	3	4	IE
9. The text and/or material aligns to related credentials and/or certifications appropriate for the grade level.	1	2	3	4	IE
10. Workplace safety standards appropriate to the pathway have a dedicated chapter/area AND are incorporated throughout the resource as appropriate to the educational and skill content.	1	2	3	4	IE
11. The textbook/resources/materials include leadership skills that relate to Career Technical Student Organizations (CTSO) activities, support, and development.	1	2	3	4	IE
12. The textbook/resources/materials include leadership skills that relate to administrative career opportunities: meetings, agendas, minutes, financial reports, committees, parliamentary procedure, etc.	1	2	3	4	IE
13. The textbook/learning resource incorporates numeracy and literacy standards into the content?	1	2	3	4	IE
14. The textbook/learning resource incorporates vocabulary and alignment activities relative to the numeracy and literacy standards.	1	2	3	4	IE
15. The text/learning resource incorporates career exploration into the content?	1	2	3	4	IE
16. The text/learning resources incorporates career development into the content: resume', cover letter, interviews, portfolios, job searches, etc.	1	2	3	4	IE
17. The text/learning resource incorporates essential, foundational, and workplace skills as a component of its deliverables.	1	2	3	4	IE

18. Chapters contain clear and comprehensive introductions and summaries.	1	2	3	4	IE
19. Student text contains references, bibliography and resources.	1	2	3	4	IE
20. Textbook provides a separate teacher edition with a resource package.	1	2	3	4	IE
21. Teacher's edition is comprehensive, organized and easy to use.	1	2	3	4	IE
22. Non-text content (performance clips, images, maps, graphs, pictures) are accurate and well-integrated into the text.	1	2	3	4	IE
Supplementary materials listed below are well organized, of high quality, and are useful in enhancing instruction (rate all that apply):					
23. On-line access to textbooks, student materials, resources, etc.	1	2	3	4	IE
24. Videos, Workbooks, Manipulatives, Prepared Kits	1	2	3	4	IE
25. Software (CD-ROMs, DVDs, USB Flash drives, etc.)	1	2	3	4	IE
26. Career appropriate skill rubrics (editable preferred) for skill related content.	1	2	3	4	IE
27. Virtual activity resources: suggestions and/or links to virtual field trips, guest speakers, teaching apps related to program area, demonstrations, etc.	1	2	3	4	IE

TOTAL _____

Comments:

FINAL EVALUATION

Compile the results for Sections 2-4 to make a final recommendation for the instructional material(s) under review. To determine the total for the material scored, the reviewer will add the results of the sections and divide by 3. If there are no scores for Section 4, then the reviewer will divide the results by 2.

SECTION	SCORE
SECTION 1: *NON-NEGOTIABLES*	**YES** **NO**
SECTION 2: *ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS*	
SECTION 3: *CLASSROOM APPLICATION*	
SECTION 4: *ADDITIONAL CRITERIA OF SUPERIOR QUALITY*	
TOTAL	
FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S): Choose one: **Tier I, Exemplifies Quality 90% - 100%** **Tier II, Approaching Quality 80% - 89%** **Tier III, Not representing Quality 79% and below**	

Comments: