

**Instructional Resource Name:** NCCER Core Curriculum

**Publisher:** Pearson

**Date Reviewed:** 10/7/2020

### **Organization**

- Material provides a useful table of contents, glossary, supplemental pages, and index.
- Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.
- Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.
- Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.
- Information is accurate, current, and research based.
- Vocabulary is specialized (language carefully considered and evolves across grade levels).
- Size and format of print is appropriate.
- Format is visually appealing and interesting.
- Material provides assessment type questions and/or performance-based tasks.
- Electronic and interactive format available.

### **Content**

- Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.
- Real-world applications are relevant to the students.
- Information and directions are clearly written and explained.
- Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.
- Lessons/tasks are interdisciplinary when appropriate.
- Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.
- Tasks apply to the diversity of students and their abilities, interests and learning styles.
- Questions and tasks encourage the development and application of higher-level thinking skills.
- Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.
- Teacher edition includes formative assessment/evaluation tools processes.
- Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.
- Tasks have a purpose, aligned to a skill or concept at grade level.
- Material includes application of skills and concepts at grade level.

- The material is focused on the major ideas at that grade level.
- Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.

### **Inclusion**

- Material reflects a variety of ways to differentiate instruction and model content to support all learners.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.
- Material includes access to a multilingual glossary not provided but Spanish Language Version is available.
- Material provides resources for students with disabilities and English Language Learners aligned to grade level content.

### **Alignment**

- Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).
- Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/Literacy Standards and statewide assessments.

### **Concerns**

- Material content aligns to district/organization curriculum.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.

# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: Core Curriculum: Introductory Craft Skills    Author(s): NCCER    Publisher(s): Pearson

Copyright Date: 2015    Subject/Grade Level: Construction & related Craft Skills/High School

Student ISBN: 0134298314 (electronic version)

Teacher Edition ISBN: provided with student version

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criterion.

### Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		
9. Material provides assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.	2		
Other:			
<b>Total Organization:</b>	<b>20</b>		

## Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Real-world applications are relevant to the students.	2		
13. Information and directions are clearly written and explained.	2		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	2		
15. Lessons/tasks are interdisciplinary when appropriate.	2		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.	2		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	2		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		Included in training module all instructors required to complete & in provided lesson plans
20. Teacher edition includes formative assessment/evaluation tools processes.	2		provided in instructor resources
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
23. Material includes application of skills and concepts at grade level.	2		
24. The material is focused on the major ideas at that grade level.	2		
25. Content includes 21 <sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other:			
<b>Total Content Criteria:</b>	<b>30</b>		

## Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.		1	Includes some visuals, could include more
28. Material includes access to a multilingual glossary.	2		Spanish language is available
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		Provides opportunities for accommodations and other languages
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	
Other:			
<b>Total Inclusion Criteria:</b>	<b>6</b>	<b>2</b>	

## Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	2		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	2		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		
Other:			
<b>Total Alignment Criteria:</b>	<b>6</b>		

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Total Score for Textbook or Instructional Material: \_\_\_\_\_

Signature Reviewer: Denise Burton Date: 09/29/2020

# Textbook and Instructional Material Evaluation Rubric Form-

## Noncore Subjects

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title : Core Curriculum

Author(s):

Publisher(s):Pearson

Copyright Date: 2015,2009,2004

Subject/Grade Level: Construction

Student ISBN: 0134130987

Teacher Edition ISBN: 0134130987

**Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criteria.**

### Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		We found the prerequisites in the Instructor resource center.
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		Really good hand and power tool pictures.
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		
7. Size and format of print is appropriate.	2		It could use a different font.
8. Format is visually appealing and interesting.	2		
9. Material provides assessment type questions and/or performance-based tasks.	2		
10. Electronic and interactive format available.		1	We could not find an electronic or interactive format.
Other:			
<b>Total Organization:</b>	18	1	

## Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Real-world applications are relevant to the students.	2		
13. Information and directions are clearly written and explained.	2		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	2		The only standard we do not cover is rigging.
15. Lessons/tasks are interdisciplinary when appropriate.	2		It has basic employability skills.
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.	2		
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	17	1	It could have pictures to represent minorities.
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
20. Teacher edition includes formative assessment/evaluation tools processes.	2		
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
23. Material includes application of skills and concepts at grade level.	2		
24. The material is focused on the major ideas at that grade level.	2		
25. Content includes 21 <sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other:			
<b>Total Content Criteria:</b>	<b>28</b>	<b>1</b>	

## Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.		1	
28. Material includes access to a multilingual glossary.		1	
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	
Other:			
<b>Total Inclusion Criteria:</b>	2	4	

## Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	2		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	2		It has employability skills.
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		
Other:			
<b>Total Alignment Criteria:</b>	6		

Total Score for Noncore Textbook or Instructional Material: 60

Signature Reviewer Cesar Vega, Fausto Vega Date: 10/1/2020



# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Title: NCCER Core Curriculum: Introductory Craft Skills Author(s): **NCCER** Publisher(s): **Pearson**

Copyright Date: 2015 Subject/Grade Level: Secondary, Post-secondary, Employer Training

Student ISBN: ISBN 13: 978-0-13-413098-9

Teacher Edition ISBN: None

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criterion.

### Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		Modules follow a logical sequence of training that mirrors the training an apprentice would receive in the field.
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		Teachers editions were replaced by instructor lesson plans which include introductions and lists of prerequisite skills.
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		
5. Information is accurate, current, and research-based.	2		NCCER uses Subject Matter Experts that are active in their industry or have had the education, certification and back ground in their industry to qualify them as experts, to verify content printed in their texts.
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		Terms in each module are specific to vocabulary used in the welding industry. The terms become increasingly specific as students progress through the 4 levels of NCCER Welding to elaborate on advanced subject material.
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		NCCER uses current full color photos that give examples of current industry practices.
9. Material provides assessment type questions and/or performance-based tasks.	2		Assessment type questions are included at the end of each section and module that relate to the materials covered in that module. Each module also has a performance based lab activity assigned to it with specific criteria for judging and grading tasks.
10. Electronic and interactive format available.			NCCER offers NCCER Connect which offers the text material as well as access to other resources in an online format.
Other:			
<b>Total Organization:</b>	<b>20</b>		

## Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		NCCER produces content that can be utilized for secondary, post-secondary and employer skills training and certification.
12. Real-world applications are relevant to the students.	2		The processes taught in each module and the lab practices used in lab exercises mirror those used for training and certification in industry. As a nonprofit NCCER offers avenues for training as well as certification of training.
13. Information and directions are clearly written and explained.	2		All tasks, written and hands on, are detailed with step by step instructions to ensure safe and accepted practices are followed ensuring the best chance for student certification.
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.		1	
15. Lessons/tasks are interdisciplinary when appropriate.	2		Students are given step by step instructions and criteria to judge their work.
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.	2		NCCER content is rich in pictures and diagrams all of which are current and related directly to the industry that they serve.
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	2		NCCER understand the different styles of learning and accommodates each with Lesson Plans for instructors to follow satisfying the audio learners, PPT presentations and diagrams for visual learners and lab exercises for the hands on learners.
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		Lab Practical Accreditation Tasks require the knowledge of the material contained in the module as well as the ability to transfer those skills to lab work to gain industry certification.
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		NCCER includes questions at the end of each section and module that check for understanding.
20. Teacher edition includes formative assessment/evaluation tools processes.	2		Both the Lesson Plan and the trainee guide includes specific criteria for lab work to be judged off of, based on industry standards.
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		The text offers options, when available, to give students more than one way to complete a task. However the criteria for completing tasks for certification are very specific to ensure work meets industry standards.
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		Tasks are aligned to specific industry certification and can be utilized by both secondary, post-secondary and employer training.
23. Material includes application of skills and concepts at grade level.		1	Skills and concepts are based on progressive training through skill levels not grade levels.
24. The material is focused on the major ideas at that grade level.		1	Material is focused on major ideas contained in each module based on progressive training through the modules not grade levels.
25. Content includes 21 <sup>st</sup> Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other:			
<b>Total Content Criteria:</b>	<b>26</b>	<b>3</b>	

## Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		Content can be structured to suite the needs of multiple learning styles.
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		Material includes pictures of multiple ethnicities and genders.
28. Material includes access to a multilingual glossary.		1	Materials are only printed in one language per text. This is to ensure that there is no instructional content or best practices in safety missed by teaching to a class that utilizes multiple languages.
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	NCCER provides accommodations for DHH students but not for ELL. Content is based on skill level not grade level.
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	Students with visual impairments would not be able to perform the lab work necessary for certification in welding through NCCER
Other:			
<b>Total Inclusion Criteria:</b>	4	3	

## Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	2		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	2		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		
Other:	6		
<b>Total Alignment Criteria:</b>	56	6	

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Total Score for Textbook or Instructional Material: \_\_\_\_\_

Signature Reviewer: \_\_\_\_\_ Date: 10/07/2020