

**Instructional Resource Name: Emergency Care, 13 Editions**

**Publisher: Pearson (Author: Limmer and O’Keefe)**

**Date Reviewed: 10/13/2020**

### **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.
- .
- 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.
- Material provides resources for students with disabilities and English Language Learners aligned to grade level content.
- Material is available for students with visual impairments via a NIMAS file on the NIMAC system.

### **Alignment**

- Material content aligns to district/organization curriculum.
- 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**

- 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

**This instruction material is recommended for adoption in Nevada.**

# 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: *Emergency Care* Author(s): *Daniel Limmer* Publisher(s): *Pearson*  
*Michael O'Keefe*

Copyright Date: *2016* Subject/Grade Level: *9-12*

Student ISBN: *13: 978-0-13-402455-4*

Teacher Edition ISBN: *10: 0-13-402455-9*

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

## 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		
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:	30		
<b>Total Content Criteria:</b>	<del>40</del> 30		




### 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.	2		
28. Material includes access to a multilingual glossary.	2		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		
Other:			
<b>Total Inclusion Criteria:</b>	<b>10</b>		

### Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	0		
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.	0		
Other:			
<b>Total Alignment Criteria:</b>	<b>2</b>		

Total Score for Textbook or Instructional Material: 10

Signature Reviewer:  Date: 10/8/20

# 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: **Emergency Care** Author(s): **Limmer and O'Keefe** Publisher(s): **Pearson**

Copyright Date: **2016** Subject/Grade Level: **11-12**

Student ISBN: **978-0-13-402455-4**

Teacher Edition ISBN: **N/A resources through Pearson and BradyLab**

**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		This book is currently the approved for use by the State of Nevada EMS.
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		Pairs well with BradyLab
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		Prepares students for real life scenarios as well as state testing at the end of the course.
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		Multiple formats and skills available to suit each learning type.
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		Critical thinking with each chapter and skills where applicable.
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		BradyLab allows for accurate evaluation of student progress throughout the course.
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		Critical thinking and live scenerio's allow for students to apply the skills they learn while problem solving each scenerio as it plays out.
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.	2		
28. Material includes access to a multilingual glossary.		1	English
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
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:  Date: 10/05/2020





# Textbook and Instructional Material Evaluation Rubric Form

## CTE Program of Study

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Title: *Emergency Car* Author(s): *Limmer O'Keefe* Publisher(s): *Pearson*  
 Copyright Date: *2016* Subject/Grade Level: *9-12*

Student ISBN: *13: 978-0-13-402455-4*

Teacher Edition ISBN: *10: 0-13-402455-9*

**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.	<i>2</i>		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	<i>2</i>		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	<i>2</i>		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	<i>2</i>		
5. Information is accurate, current, and research-based.	<i>2</i>		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	<i>2</i>		
7. Size and format of print is appropriate.	<i>2</i>		
8. Format is visually appealing and interesting.	<i>2</i>		
9. Material provides assessment type questions and/or performance-based tasks.	<i>2</i>		
10. Electronic and interactive format available.	<i>2</i>		
Other:	<i>2</i>		
<b>Total Organization:</b>	<i>22</i>		

## 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		
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		ok
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:	NA		
<b>Total Content Criteria:</b>	2 32	1 0	

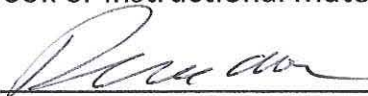
### Inclusion

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.	2		
28. Material includes access to a multilingual glossary.	2		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		
Other:			
<b>Total Inclusion Criteria:</b>	<b>10</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>		

Total Score for Textbook or Instructional Material: 10

Signature Reviewer:  Date: 10-2-20



# Textbook and Instructional Material Evaluation Rubric Form

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Title: **Emergency Care** Author(s): **Limmer and O'Keefe** Publisher(s): **Pearson**

Copyright Date: **2016** Subject/Grade Level: **11-12**

Student ISBN: **978-0-13-402455-4**

Teacher Edition ISBN: **N/A resources through Pearson and BradyLab**

**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		Available online and kept updated
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		Brady Lab pairs well
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		Available online and kept updated
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>30</b>		

### Inclusion

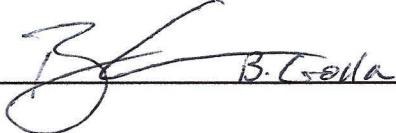
Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
28. Material includes access to a multilingual glossary.		1	English only in this print, other prints offered
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.		1	Nothing observed for this category
Other:			
<b>Total Inclusion Criteria:</b>	6	2	

### 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>	6		

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

Signature Reviewer:  Date: 10/13/2020



# 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: *Emergency Care* Author(s): *Limmer O'Keefe* Publisher(s): *Pearson Publishing*  
 Copyright Date: *2016* Subject/Grade Level: *13th Edition*  
 Student ISBN: *13-978-0-13-402455-4* *9-12*  
 Teacher Edition ISBN: *10: 0-13-402-455-5*

**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.	<i>2</i>		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	<i>2</i>		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.		<i>1</i>	<i>yes needs update</i>
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	<i>2</i>		
5. Information is accurate, current, and research-based.	<i>2</i>		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	<i>2</i>		<i>Excellent</i>
7. Size and format of print is appropriate.	<i>2</i>		
8. Format is visually appealing and interesting.	<i>2</i>		
9. Material provides assessment type questions and/or performance-based tasks.	<i>2</i>		
10. Electronic and interactive format available.	<i>2</i>		
Other:			
<b>Total Organization:</b>		<i>19</i>	



## 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.		1	↑ Knowledge
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		
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>	3/4/21		

### 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.	2		
28. Material includes access to a multilingual glossary.	2		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	2		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		yes
Other:			
<b>Total Inclusion Criteria:</b>	10		

### 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>	6		

Total Score for Textbook or Instructional Material: 66

Signature Reviewer: Randi Hull Date: 10/13/20