

# 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: DHO Health Science Author(s): Louise Summers Publisher(s): Cengage

Copyright Date: 2017

Subject/Grade Level: Health Science 9-12

Student ISBN: 978-1-305-50951-1

Teacher Edition ISBN: 978-1-3055-0968-9

**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		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		Includes National Health Science Standards that are in all Nevada Health Science Standards
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		Highlighted
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: Icons			Electronic access in addition
<b>Total Organization:</b>	20		

## Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		Icons relevant
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		Resource for state skill alignment assessment
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		Closed caption, audio
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		Addition of Business and Accounting skills
Other: _____			
<b>Total Content Criteria:</b>	30		

## Inclusion

Criteria	2-Meet	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	
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>9</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		Science and or Health Ed credit
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 Noncore Textbook or Instructional Material: 65

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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		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		Covers National Health Care Foundation Standards
5. Information is accurate, current, and research-based.	2		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		Key Terms section, highlighted in red
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		Icons, assessment questions
10. Electronic and interactive format available.	2		Internet searches
Other:			
<b>Total Organization:</b>	20		

## 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: _____			
<b>Total Content Criteria:</b>	30		

## Inclusion

Criteria	2-Meet	1-Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		Podcasts, Audio, closed caption available
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	
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>9</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 Noncore Textbook or Instructional Material: 65

# 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.

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Teacher Edition ISBN:

**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		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		Text materials state covers the National Health Science Standards
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>	20		

## 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		Demonstration via visual pictures of real world tasks
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		icons alert of subject topic (i.e math, science, technology)
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		Label, describe, state, demonstrate, define encourage demonstration via a variety of modalities
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		Students can demonstrate either verbally or demonstrate
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		Real world skills that meet current needs
Other: _____			
<b>Total Content Criteria:</b>	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.		1	Multilingual glossary is absent
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>	9		

## Alignment

Criteria	2- Meet	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 Standard 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 Noncore Textbook or Instructional Material: 65

**Instructional Resource Name: DHO Health Science**

**Publisher: Cengage Learning**

**Date Reviewed: August 19, 2019**

### **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, socioeconomic status, intellectual, and physical abilities.
- 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**

- Material includes access to a multilingual glossary.

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

All items to be considered for the State Board of Education agenda *must* first be approved with the legal language edited by your Department Director. They need to then be forwarded to your Deputy Superintendent for final approval.

Step 1: Consult with your Deputy or Director to establish the need for the item to be brought before the State Board of Education.

Step 2: Once established, complete this form. If you are new to developing State Board agenda items, please review past agendas. It is important to begin with clear and concise language.

Step 3: Obtain approvals from your Director.

Step 4: Submit to your Deputy Superintendent. Please be sure that you send the Deputy a complete packet of information (support material) or a clear plan to have the complete packet (support material) to your Deputy at least 2 weeks prior to the meeting. All support material must be ADA compliant before submitting to your Deputy.

Date of Meeting: 11/7/19

Name and Title of Presenter(s):  
Possible Approval of Instructional Materials

Item is on the Agenda for:

\_\_\_\_\_ Consent Agenda Item

\_\_\_\_\_ Information and Discussion

\_\_\_\_\_ Information, Discussion, and Possible Action

Is there a statutory requirement associated with this agenda item? If so, describe: N/A

Please provide the Item language to be included on the agenda. If the item requires Action, include a description of the requested Action. All items begin with the following language:

**Information, Discussion (and Possible Action) ...see below.**

# NEVADA STATE BOARD OF EDUCATION

## Agenda Request Form

### INSTRUCTIONAL MATERIALS FOR CONSIDERATION

At which location do you wish to present?     Carson City     Las Vegas

CONTENT AREA	TITLE	PUBLISHER	GRADE LEVEL	DISTRICT(S)
CTE - Health Science	Agricultural Mechanics and Technology Systems	Goodheart-Willcox Company, Inc.	Grades 9-12	Carson City
CTE - Health Science	Diversified Health Occupations Health Science	Cengage Learning	Grades 9-12	Carson City

Will you have a PowerPoint presentation?     YES     NO

The information submitted is to support our recommendation to the State Board of Education to adopt the instructional materials submitted by Carson City School District in compliance with the following:

NAC 389.856 Committee evaluation of textbooks. A committee established pursuant to NAC 389.854 shall review textbooks and submit to the Department of Education in the form prescribed by the Department an evaluation of any textbooks being recommended for adoption. The evaluation must include:

1. A comparison of the textbook with the courses of study offered in this State and the goals and objectives of the school district that the committee is representing.
2. A summary of the organization and presentation of material in the textbook.
3. A statement of the quality of production of the textbook, including the cover, binding and print.
4. An analysis of the accuracy of the information contained in the textbook.
5. A statement of the appropriateness of any materials of support or references provided with the textbook.
6. An analysis of the ability of the textbook to stimulate interest in pupils.
7. A reasonable assurance that the textbook complies with the requirements of subsection 2 of NRS 389.850.
8. A list of the times and locations that parents of pupils enrolled in the district and other members of the community were afforded an opportunity to review the textbook and to submit written comments to the committee before the final recommendations were made.

(Added to NAC by Bd. of Education, eff. 4-1-92) — (Substituted in revision for NAC 390.020)

Return this form by email to Jonathan Moore [jpmoore@doe.nv.gov](mailto:jpmoore@doe.nv.gov).

**Instructional Resource Name: Agricultural Mechanics & Technology Systems**

**Publisher: Goodheart-Willcox**

**Date Reviewed: September 17, 2019**

### **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 is an online resource and 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.
- Questions and tasks encourage the development and application of higher-level thinking skills.
- 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 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**

- Tasks apply to the diversity of students and their abilities, interests and learning styles but are not well represented in the text or pictures.
- Material does not reflect sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities - textbook pictures/photos emphasize students as white males
- Textbook does not include access to a multilingual glossary.

# Textbook and Instructional Material Evaluation Rubric Form- Noncore Subjects

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Title: Agricultural Mechanics and Author(s): J.P. Hancock, DoPublisher(s): The Goodheart-Willcox Com

Copyright Date: 2017

Subject/Grade Level: Agriculture 9-12

Student ISBN: 978-1-63126-255-5

Teacher Edition ISBN: On line access to Teacher Resources

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		
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>	20		



## 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: _____			
<b>Total Content Criteria:</b>	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.		1	All photographs lack a diverse representation of students and adults
28. Material includes access to a multilingual glossary.		1	No multilingual glossary
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	English Language only
30. Material is available for students with visual impairments via NIMAS file on the NIMAC system.	2		Materials can be made available via NIMAS upon request.
Other:			
<b>Total Inclusion Criteria:</b>	<b>7</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 Noncore Textbook or Instructional Material: 63

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**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		
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>	20		

## 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: _____			
<b>Total Content Criteria:</b>	30		

## Inclusion

2



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		Goodheart-Willcox has a statement of impartial representation.
28. Material includes access to a multilingual glossary.		1	<b>Content is in English only</b>
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	Instructional materials are varied and will cater to varied learning styles.
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		Materials can be made available via NIMAS upon request
Other:			
<b>Total Inclusion Criteria:</b>	8		

### 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 Noncore Textbook or Instructional Material: 64\_\_\_\_\_