

Core Questions Rubric

This serves as the rubric used for evaluation of all instructional materials bid for state adoption.

Content

- 1. A. Alignment with curriculum:** The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.
- 2. A. Alignment with curriculum:** The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.
- 3. A. Alignment with curriculum:** The materials are adaptable and useful for classroom instruction.
- 4. B. Level of Treatment:** The materials provide sufficient details for students to understand the significance of topics and events.
- 5. B. Level of Treatment:** The content matches the standards.
- 6. B. Level of Treatment:** The content matches the student abilities and grade level.
- 7. B. Level of Treatment:** The content matches the time period allowed for teaching.
- 8. C. Expertise for Content Development:** The primary and secondary sources cited in the materials reflect expert information for the subject.
- 9. C. Expertise for Content Development:** The primary and secondary sources contribute to the quality of the content in the materials.
- 10. D. Accuracy of Content:** The content is presented accurately. (Material should be devoid of typographical or visual errors.)
- 11. D. Accuracy of Content:** The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)
- 12. D. Accuracy of Content:** The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)
- 13. D. Accuracy of Content:** The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)
- 14. E. Currency of Content:** The content is up-to-date according to current research and standards of practice.
- 15. E. Currency of Content:** The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.
- 16. E. Currency of Content:** The content is presented in an appropriate and relevant context for the intended learners.
- 17. F. Authenticity of Content:** The content includes connections to life in a context that is meaningful to students.
- 18. F. Authenticity of Content:** The material includes interdisciplinary connections which are intended to make the content meaningful to students.

Content (continued)

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare.)

21. In general, is the content of the benchmarks and standards for this course covered in the material?

Presentation

1. A. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

2. B. Alignment of Instructional Components: All components of the major tool align with the curriculum and each other.

3. C. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

5. E. Pacing of Content: 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.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire.)

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)

Learning

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts or themes.

3. C. Explicit Instruction: The materials contain clear statements of information and outcomes.

4. D. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.

6. E. Active Participation of Students: The materials engage the physical and mental activity of students during the learning process.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals and objectives.

Learning (continued)

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

9. F. Targeted Instructional Strategies: The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

10. G. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes.

11. G. Targeted Assessment Strategies: The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

12. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

Special Topics

1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?

2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?

3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT?

4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?