Leon County Schools
Adoption Rubric
2018 Science

Company: _____   Course: _____

Book Title: _____

School: _____

0	1	2	3
Shows no evidence of meeting LCS standards	Shows minimal evidence of meeting LCS standards	Shows adequate evidence of meeting LCS standards	Shows overwhelming evidence of meeting LCS standards

Review Criteria	Comments (Cite specific examples with page numbers)	Score
CONTENT		
Does the product align to the Next Generation Sunshine State Standards?		
Is there a logical progression and organization of the materials?		
Does each unit introduction provide interesting narratives, meaningful questions, and colorful illustrations that engage students in the big ideas?		
Does each lesson provide an accurate and thorough discussion of the events, individuals, ideas and their relationship to big ideas?		
Does the product provide activities, questions, and materials that reflect the rigor demanded by Webb's Depth of Knowledge?		
Does the product provide quality multimedia and online resources that make text connections to content more explicit?		
Is scaffolding provided to help students connect details, events, and concepts to the big ideas, themes, and their importance?		
Does the product provide real-world and cross-curricular applications?		

Review Criteria	Comments (Cite specific examples with page numbers)	Score
Is there meaningful alignment of diagrams, illustrations, and maps to text materials?		
Does the text show a respect of and value for diverse cultures, races, and ethnicities?		
If relevant to the course, does the product include ample lower and higher level resources that engage students in thinking?		
Are ample resources provided to differentiate for ELLS, struggling readers, students with disabilities, and advanced learners?		
TEACHER MATERIALS		
Does the teacher wrap provide information that would aid new teachers and veterans in their instructional approach in the classroom?		
Are the teacher digital resources easy to access, use, and manipulate? Does tech support appear to be user-friendly?		
Does the digital text provide adequate functionality for whole-class instruction, including but not limited to annotating text, enlarging and minimizing, audio reading of text, translating to other languages, copying into text document, changing colors, etc.?		
Do the physical attributes (size, weight, etc.) of the print text provide for mobility and ease of use?		
Does the product include suggested activities and resources to accommodate advanced learners, struggling readers, ESE students, and/or second language learners?		
Does the product provide tools to help guide effective planning with each unit and lesson as well as the related resources? (Consider what text features are available and what purpose they serve.)		

Review Criteria	Comments (Cite specific examples with page numbers)	Score
Do ancillary materials offer valuable content support for teachers who use them?		
Is each unit and lesson accompanied by useful PowerPoint presentations, test banks, virtual labs, relevant videos, literacy strategies for the content area, and online support?		
Does the text provide quality and detailed sample answers for questions included in the student edition?		
STUDENT MATERIALS		
Does the text have appropriate readability for the grade-level and subject matter?		
Are there alternative text materials or support resources for students who struggle with reading the text?		
Do the print and digital texts provide tools to help define vocabulary and support background knowledge so students can better understand content?		
Do the digital and print texts provide ease of use and accessibility to all students, including but not limited to annotating text, enlarging and minimizing, audio reading of text, translating to other languages, copying into text document, changing colors, etc.?		
Is the text written in such a way to engage students in the specified content and skills referenced in the standards?		
Does the text contain interesting graphics, compelling narratives, and other meaningful text features that command the students' attention?		
Do the units and chapters contain comprehension questions that prompt students to think about important concepts and their impact?		
Are there opportunities for meaningful project-based learning or		

Review Criteria	Comments (Cite specific examples with page numbers)	Score
extensions for standards taught in each unit?		
Are additional readings in science, including primary and secondary sources, provided in each unit and lesson of study?		
Are the print and online texts available in other languages?		
ASSESSMENT		
Does the program include multiple assessments (e.g., multiple choice, short answer questions, longer essays, etc.) in print and digital form?		
Do the assessments align to the Next Generation Sunshine State Standards?		
Are formative assessment tasks aligned to standards provided throughout each lesson and unit?		
Do the assessments represent various levels of Webb's Depth of Knowledge?		
For assessment items requiring extensive responses, are exemplary responses provided to guide teacher evaluation of student work?		
Are rubrics included for performance assessment items?		