

PRELIMINARY EVALUATION RUBRIC – PROCLAMATION 2022 INSTRUCTIONAL MATERIALS – HOUSTON ISD

Reviewer's Name:		Course / Subject / Grade:	
Publisher:		Title:	

0	1	2	3	4	5	6	7	8	9	10
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<i>Not evident and/or developed</i>		<i>Minimally evident and/or developed</i>		<i>Adequately evident and/or developed</i>		<i>Completely evident and/or developed</i>
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Criteria		Rating	Evidence	Comments
1. Creates a deep understanding of content and skills.				
A	Enables students to develop strong academic understanding of course content through a logical and practical progression of learning activities			
B	Enables students to explore and investigate important concepts, questions, and problems using a range of active, hands-on, and relevant learning opportunities at multiple levels of challenge			
C	Integrates higher-order thinking and questioning throughout the lesson; students regularly engage in critical thinking, problem-solving, and reasoning			
D	Makes meaningful connections within the content area and course to other content areas and to real-life situations			
E	Makes vertical connections to instructional standards in previous and subsequent grades and courses			
F	Allows students to create, represent, and reflect on ideas and situations in a variety of relevant and meaningful ways			

Rate elements from 10 to 0: *Element is ... [10] completely evident and/or developed [7] adequately evident and/or developed [4] minimally evident and/or developed [0] not evident and/or developed*

G	Creates opportunities for students to experiment, observe, explain, predict, validate, communicate, and defend their thinking in a variety of ways using the language of the discipline			
H	Provides opportunities to learn vocabulary in context; employs a range of best-practice literacy strategies			
I	Applies an instructional design and calls for evidence of student learning that matches the rigor, depth, and complexity of the standard			
J	Provide age and developmentally appropriate content.			
K	Provide functional and medically accurate information.			
2. Supports a student-centered approach to learning.				
A	Engages students in the development of academic understanding from the concrete to the abstract			
B	Supports various methods of instruction and learning opportunities to accommodate multiple learning styles and preferences			
C	Uses technology and instructional strategies to allow students to explore, discover, and investigate ideas of their own choosing			
D	Uses technology and instructional strategies to provide adaptive learning paths and opportunities			
E	Uses technology and instructional strategies to allow students to track their progress and identify appropriate resources and activities to address areas of need, and to practice, apply, and extend their learning			

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F	Employs principles of Universal Design for Learning (UDL) to maximize accessibility to instructional materials and activities			
G	Integrates appropriate support for struggling students (<i>note whether the publisher has a separate intervention program that supports the core program</i>)			
H	Differentiates instruction for students with disabilities			
I	Differentiates instruction for English language learners			
J	Differentiates instruction for students (including gifted students) ready to extend their learning			
H	Acknowledges and respects diversity, models cultural awareness, and encourages principles of self- and mutual respect; welcomes learners from all backgrounds			
I	Engages students regularly and meaningfully in the 4-C's of 21st century learning – critical thinking, communication, collaboration, and creativity			
J	Integrate opportunities for students to apply Social Emotional Learning (SEL) concepts			
3. Incorporates aligned, authentic assessment.				
A	Incorporates a broad range of formative and summative assessments to regularly check student understanding and measure student learning			
B	Supports multiple types of real-world project-based or skill-based learning opportunities			
C	Requires students to model, represent, and reflect on course concepts in a variety of ways (including in written, oral, and visual form)			

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D	Includes a variety of questions and questioning techniques in all assessment activities; questions are accurate and relevant			
E	Provides rubrics to use in evaluating student work, including responses to open-ended questions, projects, performances, skill-building and products			
F	Identifies assessment items according to their level of rigor, using tools such as Webb’s Depth of Knowledge (DOK) or Bloom’s Taxonomy			
G	Accommodates student choice in assessment and evaluative exercises			
4. Provides appropriate support for teachers.				
A	Provides content background information, including common student misconceptions, as appropriate			
B	Offers guidance for research-based lesson planning			
C	Offers guidance and resources for performance (skills) assessments such as projects, portfolios, and other products, and guidance on how to best use and evaluate them			
D	Integrates well with the HISD curriculum; is a useful TEKS-based instructional resource			
E	Provides support for research-based formative assessment strategies, techniques, and analysis			
F	Provides guidance and resources for teachers regarding the effective use of differentiated instructional resources and strategies			
G	Provides ongoing, job-embedded, and aligned professional learning – using multiple delivery formats – to support the use of the resource to implement the district curriculum and district programs/initiatives			

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H	Provides comprehensive customer service support (e.g., online, toll-free phone, face-to-face, etc.)			
5. Employs technology to enhance teaching and learning.				
A	The publisher's online/e-text platform is dynamic, interactive, current, appealing, and easy to navigate			
B	Resources on the online/e-text platform load quickly and are stable, links are correct, and interactive components (including simulations, games, labs, and demonstrations) work as expected			
C	Digital resources on the online/e-text platform are logically organized, appropriate, and add significantly to a student's learning experience			
D	The online/e-text platform provides intuitive and responsive searches by keyword, standard (including TEKS/SE's), topic, and resource type			
E	The online/e-text platform accommodates personalized learning in which students can explore and/or engage in activities of their own choosing			
F	The online/e-text platform provides/facilitates differentiated instruction to meet the specific needs of individuals and groups of students			
G	The online/e-text platform adapts to a student's performance and/or choices to deliver materials best suited to the student's needs or preferences			
6.1. Standard-specific comparison across texts in a common subject/course – Physical Education				
Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:		<p>Elementary: PE.3.8B - identify the importance of frequency and intensity during endurance activities</p> <p>Middle School: PE.6/7.8B - describe/apply/perform basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities.</p> <p>High School: LFWP.3F - apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction.</p>		

Rate elements from 10 to 0: Element is ... [10] completely evident and/or developed [7] adequately evident and/or developed [4] minimally evident and/or developed [0] not evident and/or developed

A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			

6.2. Standard-specific comparison across texts in a common subject/course – Physical Education

<i>Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:</i>		<p>Elementary: PE.3.8C - explain and demonstrate the correct techniques of health-related fitness components.</p> <p>Middle School: PE.6/7.8C - describe/apply/develop and analyze health-related and skill-related fitness components and their impact on personal fitness.</p> <p>High School: LFWP.1B - describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility.</p>		
A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			

E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			

6.3. Standard-specific comparison across texts in a common subject/course – Physical Education

<i>Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:</i>		<p>Elementary: PE.3.16A - differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available. Middle School: PE6/8.16A - implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis. High School: LFWP.3H - select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness</p>		
A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			

7.1 Standard-specific comparison across texts in a common subject/course – Health Education

Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:

Elementary: PE.3.3G - discuss how others may experience situations differently than oneself
Middle School: PE6/7.3E - analyzes similarities and differences between one's own and other's perspectives in a variety of scenarios.
High School: LFWP.2A - discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others;

A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			

7.2. Standard-specific comparison across texts in a common subject/course – Health Education

Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:

Elementary: HE.3.10A - identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.
Middle School: HE.6/7.21F - identifies communication and refusal skills and how they can be applied in dating/romantic relationships.
High School: HE.19E - explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.

A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			

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C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			

7.3 Standard-specific comparison across texts in a common subject/course – Health Education

<i>Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:</i>		<p>Elementary: 3HE.12B - identify appropriate ways to communicate in digital and online environments</p> <p>Middle School: HE.6/7.13C - discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.</p> <p>High School: HE.11B - identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.</p>		
A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
E	Provides instructional strategies/activities aligned to the <u>context</u> of the standard			
F	Provides assessment of student learning aligned to the <u>context</u> of the standard			

Rate elements from 10 to 0: *Element is ... [10] completely evident and/or developed [7] adequately evident and/or developed [4] minimally evident and/or developed [0] not evident and/or developed*

G	Embeds process/skills standards throughout			
7.4. Standard-specific comparison across texts in a common subject/course – Health Education				
	Provide the text of a key course standard (i.e., TEKS student expectation statement) that will be used to compare instructional support across textbooks. This evaluation process may be repeated for multiple SE's, if desired:	Elementary: HE.3.13C - define abuse and neglect. Middle School: HE.6/7.5C - discusses/describes the influence of childhood trauma and how to recognize, process, and overcome negative events. High School: HE.4A - analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.		
A	Provides instructional strategies/activities aligned to the <u>rigor of the verb</u> in the standard			
B	Provides assessment of student learning aligned to the <u>rigor of the verb</u> in the standard			
C	Provides instructional strategies/activities aligned to the <u>content</u> of the standard			
D	Provides assessment of student learning aligned to the <u>content</u> of the standard			
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F	Provides assessment of student learning aligned to the <u>context</u> of the standard			
G	Embeds process/skills standards throughout			