

Prince George’s County Public Schools
Evaluation of Textbook Adoption Instructional Materials Form
Attachment to AP 6161
Review Committee Members

Committee Members: Selecting inclusive instructional materials for Prince George’s County Public Schools requires a culturally responsive lens. Are you culturally proficient? Where do you fall on the continuum? Rate yourself on the [Cultural Proficiency Continuum](#). Click the link to access the language descriptors. Each member should rate themselves before beginning the review process to have self awareness. The ratings should **not be** included on this document.



Cultural Destructive	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficient
0	1	2	3	4	5

Review Committee Members

Name	Position and School/Office	Approved (√)	Not Approved (√)

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This form is to be used in evaluating high quality instructional materials. The instructional supervisor may use an additional evaluation form as a part of the process to be attached with this form, not as a replacement. Please mark the appropriate rating for the statement which most accurately describes the material being reviewed or evaluated. Starred (*) items must be present for each approved instructional material. If an item is not applicable for your content area, strikethrough that item for each material being compared/reviewed.

Date:	Supervisor Name:
Content Area:	Evaluator Name:

Title/Item	Authors	Copyright Dates	ISBN	Publisher

Tally Point Scores At The End Of The Section

I. Equity and Inclusion				
Rubric Points	0	1	2	3
The instructional material ...	Not At All/Rarely	Sometimes	Frequently	Almost Always
Highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.				
Recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.				
Encourages students to take actions that combat inequity or promote equity within the school or local community.				
Reflects the cultures, traditions, backgrounds and interests of the student population.				
Column Totals	+	+	+	
<p>Describe how the materials support culturally responsive teaching. Consider why this resource was created. How does it connect to the instructional goal in context?</p> <ul style="list-style-type: none"> What biases exist? Is the information mostly subjective, objective, or is it a mix of the two? (Look at the book's preface or introduction to identify the intended purpose for the instructional material.) Is this resource appropriate for the intended audience? (Look at the language of the book and the complexity of any graphs or charts included to determine the book's intended audience.) 				
Notes:				

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Tally Point Scores At The End Of Each Section

II. Overall Efficacy & Compatibility				
Rubric Points	0	1	2	3
The instructional material ...	Not at All/Rarely	Sometimes	Frequently	Almost Always
Correlates with the curriculum created for Prince George's County Schools.*				
Correlates with the Maryland State standards.*				
Provides information that is based on research and factual events.				
Presents facts or other information impartially.				
Provides up-to-date, current information.				
Presents grade level-appropriate vocabulary.				
Notes:				
Column Totals	+	+	+	+

III. Instructional Supports for Differentiation				
Rubric Points	0	1	2	3
The instructional material ...	Not At All/Rarely	Sometimes	Frequently	Almost Always
Presents comprehensive guidance for teachers in providing effective, efficient instruction for students with diverse needs.				
Provides multiple means of accessing instruction and practice to provide accommodations for reading achievement levels of diverse students.				
Provides ideas and resources for flexible groupings that maximize student performance.				
Provides enrichment and acceleration materials for advanced students who demonstrate mastery of content information acquisition.				
Provides suggestions and materials to help students understand universal themes and/or concepts that are vital to forming long-term understandings of identified content.				
Provides opportunities and materials that promote student writing.				
Notes:				
Column Totals	+	+	+	+

****Tally Point Scores At The End Of The Section Then Total All Sections***

IV. Instructional Supports for Technology Integration

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Rubric Points	0	1	2	3
The instructional material ...	Not At All/Rarely	Sometimes	Frequently	Almost Always
Information is accurate and well correlated to other text materials provided for this title.				
Includes a user-friendly format, easily accessible and usable with multiple electronic devices (laptop, tablet, cell-phone).				
Is compatible with the PGCPs LMS (Learning Management System)				
Includes online resources which provide in-depth coverage and substantial instructional support. (<i>i.e. Web sites, links, and support agencies</i>)				
Includes digital options for differentiation of learning including bilingual support materials. (<i>i.e. audio, glossaries, dictionaries</i>)				
Includes tutorials to support digital resources with clear and complete instructions.				
Includes graphics and audio to accommodate users with visual and audio learning support needs.				
Includes access for help/customer services including procedures for reporting errors and inaccuracies.				
Other				
Provides organizational methods to support online/hybrid learning opportunities for students i.e. "Locker"; Online Portfolio/Notebook; Tabbing etc.				
Is physically well constructed and can withstand commercial usage at a school setting.				
Notes:				
Column Totals	+	+	+	
Final Cumulative Points For Sections I, II, III & IV				