

Curriculum Leadership Institute E-Hint

More on Selecting Resources

In the E-hint, "Selecting Resources" we provided a sample rubric for evaluating resources. That rubric addressed several trait qualities that might be considered in the selection process and suggested a weighting system to be used for scoring.

In this E-hint, we would like to share another rubric prepared by one of CLI's client districts. This rubric is used by teachers to evaluate a specific trait — the *content* of the resource — and is being shared here with the permission of the school district. Since the "quality of content" trait is the most important consideration in choosing a resource, this district developed a rubric just for that trait (including activities in the resource to support the content). The descriptors contain specific qualities of teaching material that should be used to judge the merits of the resource.

Please note that this district uses the term, "Grade Level Expectation" (GLE) instead of "High Achievement Unit Outcome" for curriculum outcomes assigned to each grade level.

As the teachers evaluate the resource, the specific descriptors help them to make judgments on *each* outcome (or in this case, "expectation"). Although it is a time-consuming process — at first — to compare the content to the descriptions for each outcome, as teachers use the rubric over and over for all the outcomes in their individual courses, they become much more comfortable with the descriptors and find they do not need to continually reread each one to determine a score



Resource Evaluation Guiding Map
Independence Community School District
Independence, Iowa
Guiding Map to Determine Resource Selection



1	2	3	4	5
<p>Resource addresses the content of the GLE very little—only a paragraph or section is devoted to the content. There are no student activities or extensions listed. There is little or no primary source information available, organization is lacking, and there is no visual interest. There may be supplementary materials, but they do not address the content in a way that might enhance instruction.</p>	<p>Resource addresses the content of the GLE somewhat—there is little information to allow for student learning of the content. There are limited student activities listed but no extensions listed. There is insufficient primary source information, the resource lacks organization, and has little visual appeal. There are few, if any, quality supplementary materials available to enhance instruction addressing the content in a meaningful way.</p>	<p>Resource addresses the content of the GLE in a general manner but does not go into detailed descriptions. There are some student activities but no extensions listed. There is some visual appeal but it is very text driven. There are some primary source materials available, but the text's organization is lacking. There are a few available supplementary materials that are to enhance instruction and provide more meaning for students about the content.</p>	<p>Resource addresses the content of the GLE adequately, but could provide more visual information. There is primary source information and it has visual appeal for students. There are several student activities and extensions available and there are some quality supplementary materials available to enhance instruction. The supplementary materials are designed to activate prior and new knowledge and provide meaningful ways to instruct the content.</p>	<p>Resource addresses the content of the GLE in a way that allows students to understand and apply the information. The resource provides primary information and has a great amount of visual appeal for students. The resource provides a number of student activity ideas and extensions for learning. There are a number of high quality supplementary materials available to enhance instruction. The supplementary materials are designed to activate prior and new knowledge and provide meaningful ways to instruct the content.</p>

Resource Evaluation Form

Teacher _____ Subject _____ Grade Level _____

1. List the names of the resources you want to evaluate in the left column.
2. Looking at each Grade Level Expectation you are required to teach, analyze how well each is addressed in the resource you are evaluating, using the attached rubric.
3. Add up the scores given for each GLE and average the scores. The resource with the highest average rating out of "5" should be considered first in your selection of a resource.

GLE	1	2	3	4	5	6	7	8	9	10	Avg. Score
Resource Name											
Comments:											
Resource Name											
Comments:											
Resource Name											
Comments:											
Resource Name											
Comments:											
Resource Name											
Comments:											