

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 1

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: HMH AFRICAN AMERICAN HISTORY ISBN# 9781328450036

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	3	The content of the text seems to presented at

			the elementary level of knowledge and understanding for key figures and events in African-American History.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	Primary Sources are few and at the elementary level of understanding
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	3	

	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	3	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	0	The materials presented are generally at the elementary level of understanding.
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	77	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> • Organize and sequence effective learning experiences for students; • Utilize instructional materials to develop a variety of effective teaching strategies for student learning; • Utilize teacher's use of social studies and inquiry; and • Incorporate reading and writing into lessons where appropriate. 		

	<p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		

<input type="checkbox"/> YES <input type="checkbox"/> NO	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		77	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 2

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	All standards present.
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	Each chapter includes a variety of instructional methods.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	Multiple read, write, think activities in each chapter.

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Graphics and primary document excerpts along with critical thinking skills.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Only excerpts. 45 sources
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> . <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	Content is presented chronologically
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	The content is presented in the same order as the standards.
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	Every chapter includes vocabulary practice suggestions but not specific to ELL students.
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	Note-card vocabulary matching activity- p. T26#3
(3) Assessment Tools and strategies measure what students know and are able to do. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3a) Assessment tools should reflect what students know and are able to do.	5	All summative assessments require students to further develop social studies skills. Contains

			a wide variety of skill building assessments.
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	Primary Source analysis questions. Ex. Page 142
	3c) Formative and summative assessment tools should provide evidence of student's progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	Questions and activities are in order of increasing DOK levels.
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	Variety of assessment tools in each chapter.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p>X YES <input type="checkbox"/> NO</p>	<p>4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.</p>	5	<p>Each chapter includes strategies for vocabulary practice, Enrichment Ideas, and Differentiated Instruction strategies.</p>
	<p>4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.</p>	5	
	<p>4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.</p>	5	<p>The text does not offer suggestions for going beyond the text.</p>
	<p>4d) Materials must address the needs of students who are at or above grade level.</p>	5	
<p>TOTAL SCORE (PART 1)</p>	<p>If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.</p>	90	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>5 YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	Addressed in multimedia presentation; nothing specifically mentioned for AA History.
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	Differentiated Instruction suggestions for each suggestion.
	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; 	3	Lacking in addressing learner diversity.

	<ul style="list-style-type: none"> • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	Each section contains “reading focus” questions.
	6b) The total amount of content is viable for a school year.	3	This would have to be supplemented. This textbook would be sufficient in a half credit course.
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	glossary, pictures, and primary source excerpts
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	It’s grade appropriate; mostly written for one reading level.
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	Learning strategies will reinforce student understanding.
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	

	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		46	
TOTAL SCORE (PART 1 and 2)		136	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 3

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	AAS.9 (6) specifically mentions Tina Turner, but she is not included in the index or text
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	TE viii, ix, xi
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	The paperback text will not hold up for more than a couple of years in an actual classroom environment.
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	Academic vocabulary strategies included (ex-TE p. 9)
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	possibly if the school purchased extra materials
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and</i>	5	

	<i>Career-Readiness Standards (MS CCRS) for the Social Studies.</i>		
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	In online resources
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	enrichment activities included in TE
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and	5	

	speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.		
	4d) Materials must address the needs of students who are at or above grade level.	5	enrichment activities indicated in TE throughout text
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>X YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher's use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; 	5	

	<ul style="list-style-type: none"> Resources to assist and enhance instruction (electronic, web-based, software, etc.) Materials and equipment needed along with maintenance and safe use. Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	In the teacher resources available online
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> Varied learning ability/disabilities; Special needs (e.g., auditory, visual, physical, speech, emotional); English language proficiency; Cultural differences; Different learning styles; and Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	

	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		50	
TOTAL SCORE (PART 1 and 2)		140	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 4

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the “TOTAL SCORE” field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	The primary source at the beginning of the African American History book is a great “hook” to get the students engaged
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	The document based activities is a great way to include the “HOTS” .
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering	5	

	the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .		
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	I am basing this on the video overview.
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and	5	

	speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.		
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> • Organize and sequence effective learning experiences for students; • Utilize instructional materials to develop a variety of effective teaching strategies for student learning; • Utilize teacher's use of social studies and inquiry; and • Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> • Pertinent content background information; • Examples of student misconceptions; • Resources to assist and enhance instruction (electronic, web-based, software, etc.) 	5	

	<ul style="list-style-type: none"> ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).	5	
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	

	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		45	
TOTAL SCORE (PART 1 and 2)		135	

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 5

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </p>	<p>1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.</p>	5 (81%)	<p>Standard: AAS.1 Weakness - Chapter 2 Section 1 does not discuss the difference between American slavery and the practice of slavery</p>

			<p>throughout the world.</p> <p>Strengths - Identified that Africa is the cradle of civilization.</p> <p>AAS. 5 Weakness - Ida B. Wells receives little attention</p> <p>AAS. 6 Weakness - The Harlem Renaissance section focuses on most notable African American writers rather than exploring other historical figures.</p>
	<p>1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.</p>	<p>3 (79%)</p>	<p>There is an absence of black political leaders of the early twentieth century. This textbook focuses on the thoughts</p>

			between W.E.B Du Bois and Booker T. Washington.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	Primary sources are included within the text.
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	Chapter 4. Section 1 asks students to use context clues to define the word lucrative.
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	The “As you read” portion before the section requires students to highlight or underline key terms.

	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	The use of graphic organizers
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Note: There was not a box with exam materials. This portion heavily relies on the assessments at the end of each section.</p>	3a) Assessment tools should reflect what students know and are able to do.	3	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	3 (55%)	Assessments at the end of sections are centered around Identification and Evaluation using phrases such as “what do you think”
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5*	<p>Only if the formative and summative assessments are generated by an instructor with a strong background in African American History</p> <p>The book has an online resource for students to take chapter review quizzes but the</p>

			instructor may not have access to their students' answers.
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	3	Basic rubrics for right or wrong answers. Basic instructions such as "grammar, spelling, legibility." Rubrics include "answers may vary but should include logical support for their answer."
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	The textbook relies on projects such as letters, advertisements, speeches, etc.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5*	Given the fact that it is historical base, instructors will have to find parallels to provide those real-world experiences.
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	3	There are a few sections that ask students to define words, but teachers will have to be creative in explaining these words for these students.
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	80	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. <p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>		

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			

TOTAL SCORE (PART 1 and 2)		80	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 6

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; **MODERATE EVIDENCE** (meets 50 – 79%) = 3; **NO EVIDENCE** (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the “TOTAL SCORE” field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	3	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	3	

	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	3	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	3	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	

TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	82	
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Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		

	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> • Varied learning ability/disabilities; • Special needs (e.g., auditory, visual, physical, speech, emotional); • English language proficiency; • Cultural differences; • Different learning styles; and • Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		

	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)			

Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 7

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	3	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	
(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> . <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
(3) Assessment Tools and strategies measure what students know and are able to do. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3a) Assessment tools should reflect what students know and are able to do.	3	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	3	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	3	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	0	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	3	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	0	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	3	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	0	
	4d) Materials must address the needs of students who are at or above grade level.	0	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	57	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>		

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			

TOTAL SCORE (PART 1 and 2)		57	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 8

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
 Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	5	
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	
	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	

	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	5	
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	5	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	5	
	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	5	
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches,	5	

	service-learning projects, research projects, certificates, and performance-based tasks.		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	5	
	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	5	
	4d) Materials must address the needs of students who are at or above grade level.	5	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	90	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p>X YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher’s use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p> <ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 	5	
	<p>5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).</p>	5	

	<p>5c) Instructional materials are accessible to students including</p> <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 	5	
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.	5	
	6b) The total amount of content is viable for a school year.	5	
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.	5	
	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .	5	
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.	5	
	6f) All supplemental materials are aligned to the text content with a clear match to content.	5	
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).	5	
TOTAL SCORE (PART 2)		50	

TOTAL SCORE (PART 1 and 2)		140	
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Instructional Materials Evaluation for Alignment: Guidelines for Textbook
 Subject: Social Studies K-12

Evaluator 9

Rating Committee: Social Studies 9-12

Publisher: HMH

Title of Textbook Series/Instructional Program: **HMH AFRICAN AMERICAN HISTORY**

Grade Range of Textbook Series/Instructional Program 9-12 Specific Grade/Course Evaluated: Black Studies

Use the following Rubric to Rate each Criteria Indicator
STRONG EVIDENCE (meets 80-100%) = 5; MODERATE EVIDENCE (meets 50 – 79%) = 3; NO EVIDENCE (meets less than 50%) = 0
Instructional materials/Textbooks must meet this requirement in order to be rated on SECTION Two of this rubric. If this resource does not score 90 points on SECTION One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the “TOTAL SCORE” field.

Section 1: Alignment with Standards – This is a requirement for submission.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(1) ALIGNMENT AND ACCURACY Materials adequately address the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies.</i> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1a) The majority of the <i>MS CCRS for the Social Studies</i> are incorporated, to the full depth of the standards.	5	
	1b) Instructional materials support instruction designed to ensure that students master all <i>MS CCRS for the Social Studies</i> for the intended grade level.	3	The online suite of resources will aid student mastery.
	1c) Instructional materials reflect and incorporate the content of the <i>MS CCRS for the Social Studies</i>	5	

	1d) Instructional materials present accurate, detailed content with a variety of perspectives and encourage student inquiry.	5	Manipulatives at the end of each section will help students with inquiry based questioning.
	1e) Materials include sufficient use of primary sources appropriate to the age level of students.	3	Primary sources are evident, but lacking compared to other examples.
<p>(2) Program Organization Materials adequately address the sequence and organization of the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	2a) Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the historical content efficiently and effectively.	5	
	2b) The content is well-organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	5	
	2c) Each unit presents strategies for universal access, including ways in which to improve the vocabulary, reading and language skills of English learners in the content of history – social science.	5	
	2d) The materials support the development of academic vocabulary for all students and provide instruction and opportunities for student practice and application in key vocabulary.	5	
<p>(3) Assessment Tools and strategies measure what students know and are able to do.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	3a) Assessment tools should reflect what students know and are able to do.	3	
	3b) Materials address the necessity of using historical evidence to support critical thinking ideas.	3	

	3c) Formative and summative assessment tools should provide evidence of student’s progress toward mastering the content called for in the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i> .	3	
	3d) Materials provide rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.	0	May be in the online suite, not evident in the textbook.
	3e) Assessment tools include multiple measures of student performance, such as selected response, short answer, essay, oral presentation, debates and speeches, service-learning projects, research projects, certificates, and performance-based tasks.	3	The assessment tools in this book offer a “few” different assessment tools, but the vast majority seem elementary in nature compared to college and career readiness.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(4) Universal Access Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.	4a) Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students.	0	No evidence present in book. May be in online resources.

<input type="checkbox"/> YES X NO	4b) Instructional materials are presented in an engaging context that are related to real world experiences and situations.	5	
	4c) Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall up to two grade levels below and to assist in accelerating students' skills to grade level.	0	No evidence present.
	4d) Materials must address the needs of students who are at or above grade level.	0	
TOTAL SCORE (PART 1)	If this resource does not score 90 points on Section One, DO NOT SCORE IT ON SECTION TWO. Skip to the last page and enter the score in the "TOTAL SCORE" field.	57	

Section 2: Instructional Planning and Support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
<p>(5) SCAFFOLDING AND SUPPORT Instructional planning and support information and materials specially designed for use by teachers in implementing the <i>Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies</i>.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>5a) There are separate teacher support materials to assist teachers:</p> <ul style="list-style-type: none"> ● Organize and sequence effective learning experiences for students; ● Utilize instructional materials to develop a variety of effective teaching strategies for student learning; ● Utilize teacher's use of social studies and inquiry; and ● Incorporate reading and writing into lessons where appropriate. <p>These instructional support documents support the work teachers do by providing:</p>		

	<ul style="list-style-type: none"> ● Pertinent content background information; ● Examples of student misconceptions; ● Resources to assist and enhance instruction (electronic, web-based, software, etc.) ● Materials and equipment needed along with maintenance and safe use. ● Technical support for the use of multi-media, equipment and technology resources. 		
	5b) Appropriate suggestions and materials are provided for differentiated instruction supporting varying student needs at the unit and lesson level (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing comment student difficulties to meet standards, etc.).		
	5c) Instructional materials are accessible to students including <ul style="list-style-type: none"> ● Varied learning ability/disabilities; ● Special needs (e.g., auditory, visual, physical, speech, emotional); ● English language proficiency; ● Cultural differences; ● Different learning styles; and ● Gender. 		
CRITERIA	INDICATORS OF SUPERIOR QUALITY	RATING 5, 3, 0	COMMENTS WITH EXAMPLES
(6) USABILITY Materials are easy to use, promote safety in the social studies classroom, and are viable for implementation given the length of a school year. The information is organized logically and presented clearly using multiple methods. <input type="checkbox"/> YES <input type="checkbox"/> NO	6a) The text provides clearly stated objectives for each lesson. It uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, grade appropriate type size, color) to enhance readability.		
	6b) The total amount of content is viable for a school year.		
	6c) The text incorporates a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the book effectively.		

	6d) The text and supplemental materials employs a variety of reading levels and is grade/level appropriate .		
	6e) The text and supplemental materials provides ample materials that reinforce student learning through practice.		
	6f) All supplemental materials are aligned to the text content with a clear match to content.		
	6g) Supplemental materials provide a variety of resources for student learning activities (e.g., incorporating science journals/writing, cooperative group work, graphic organizers, etc.).		
TOTAL SCORE (PART 2)			
TOTAL SCORE (PART 1 and 2)		57	