



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

Yes

Comments: I am a bit concerned about the 44% of the standards which are not covered by this text. Having taught Criminal Justice Operations 1 through 4 for six years now, and Private Security for three, I know that having textbook as a base is far more beneficial to students than not. There is no text for Private Security, and I've had to create my own materials from scratch for that course, so I think it would be a disservice to students for us not to adopt a textbook. I've had the opportunity to use earlier editions of the Criminal Justice in Action book, and found it to be an adequate, if not good, text for Criminal Justice Operations 1. The text which is the subject of this evaluation is a vast improvement over earlier versions in terms of its organization and the tools available to all students to access the material in multiple ways and with multiple supports.

Notation: I think that teachers should be made aware that they will still have an obligation to create a substantial amount of supplemental material to meet and cover all the standards set out in the curriculum frameworks for Criminal Justice Operations 1.

Material for Review

Course: Criminal Justice Operations (8918000)

Title: Criminal Justice in Action , Edition: 8

Copyright: 2015

Author: Gaines

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are 81 individual objectives/competencies set out in the Criminal Justice Operations 1 Standards. The textbook does not cover 26 of those objectives outright; 8 more are characterized by the publisher as "Student Activities"; and 2 are characterized by the publishers as "Teacher Directed". As a result, the textbook does not cover 44% Of the required objectives of the curriculum frameworks for the course.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The vocabulary, syntax and conventions of the text comprise a Lexile of 1350. While the text may present a significant challenge to some lower level students, it would be appropriately challenging for middle through high achieving students. Given the emphasis on critical thinking and higher level questioning for students, the text's alignment with anticipated skill level is appropriate.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter of the text presents jump off points for adaptation, modification of approach and in-depth examination of issues. Recognizing that the text is written for a national audience, there are sufficient organizational break in the flow to incorporate adopt specifics of Florida criminal justice processes and issues.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The use of considerable case law throughout the text provides a solid base for students to understand both the development of the legal points/theories being discussed and the impact of each incremental step in that development upon the current status of each of the legal and social issues. The sidebars enrich the primary text ideas, and generally serve to pique students' interest in additional independent reading.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The structure and vocabulary of the text works to develop students' critical thinking, and critiquing skills. Compared to the Florida standards, the text is theory heavy, and clearly directed more toward undergraduate students pursuing a criminal justice course of study. While the "Why" discussion are both valuable and important, the Florida standards are directed toward a more operational study of criminal justice, hence the "Good Alignment" rather than a "Very Good Alignment".

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

As presented above, the vocabulary, syntax and conventions of the text comprise a Lexile of 1350. Anecdotal evidence reflects that students in the criminal justice programs range from low to very high achievers. Certainly the text may present a significant challenge to some lower level students, it would be appropriately challenging for middle through high achieving students. Given the emphasis on critical thinking and higher level questioning for students, the text's alignment with anticipated skill level is appropriate, and warrants a "Good Alignment" rating.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The divisions with and among the chapters and their respective sub-parts will lend themselves to chunking concepts in the text into either traditional 7 period day classes, or alternating block schedule classes. That functionality makes the text easily adaptable by any district in the state.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It's difficult to argue that the Department of Justice, the Supreme Court Reporter, the various state reporters for case law, etc are anything but sources for expert information. Further, the academic works cited throughout the text clearly reflect a body of material prepared by respected experts.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See comments to number 8C, above.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I'm not an editor or proofreader, but no errors struck me as I reviewed the text.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is certainly non-inflammatory. However, contained in the text, there appears to me to be an underlying bias in favor of maintaining the status quo in theories of punishment and prison models. The recidivism rate in the U.S., a country which emphasizes punishment and retribution, is @ 70%. The recidivism rate in Norway, a country which emphasizes rehabilitation and normalcy, is less than 20%. In the text, there is no discussion or comparison of more successful systems from around the world, nor any extensive discussion of alternatives to the current system.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See my comments above.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I encountered no material nor inconsequential, mis-statements of fact anywhere in the text.

E. Currency of Content 14. E. The content is up-to-date according to agriculture industry standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

I researched the Florida Department of Agriculture and Consumer Services and found no material relating to standards for "up-to-date" content. I can find no nexus between this question and the evaluation of a criminal justice textbook; hence my rating of no alignment.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While the necessary historical and developmental contexts are presented for the issues discussed in the text, connections to the current day- at least as recently as 2013 - maintain relevance throughout the text. The only caveat is the high percentage of standards not addressed in the text, as noted above.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Discussions such as the 2013 school violence incidents; the Boston Bombings; James Holmes; and school resource officers bring relevance to current secondary school students.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In addition to my comments to question 16E above, additional support for this rating is found in the multiple short interview with professionals accompanying a job description, requirements for entry to the field and prospective salary. Providing students with current information about career opportunities is an excellent format to keep what is being taught meaningful.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The "You Be The _____" pieces provide students with the opportunity to improve the critical thinking and language arts skills; the multiple graphs and charts require that students employ their mathematical skills; the questions probing why events and circumstances occur set out social science considerations for students. The text is replete with interdisciplinary connections for students.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is an appropriate balance of information and data throughout the text, with the exception of significant data about women in prisons in the U.S. There is an appropriate balance of information and data throughout the text, with the exception of significant data about women in prisons in the U.S. Having said that, I recognize that the issue is not that of the authors, but of the researchers and governmental entities who have failed to conduct any significant meaningful research in the area for over ten years. I base my assertion on the fact that in the 3rd edition of Criminal Justice in Action, the authors pointed out the same problem: no research and no data.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

While I think the text meets this requisite, I'm not so sure that the implicit softening is appropriate for the subject matter content. The course of studies of Criminal Justice revolves around people, both good and bad, who do bad things. I'm leary of walking too far down a road of sympathy, compassion and consideration of the needs and values of people of the ilk of Holmes, Fish, Gacy, and the Tsarnaevs.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

See my comments to question number 1A, above. While 44% of the standards are not covered at all, 56% are. Given the choice between having a textbook that covers a majority of the standards, and no textbook, it may well be the the majority has to rule.

Presentation

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The nature of publishing a hardbound text, or any text for that matter, imposes time bound material. The deficiency to the text is that the cut-off point is 2013. While the teacher support materials - power points, test bank, and lesson plans- are very good, they are frozen in time in 2013. As a result, teachers will have to prepare additional teaching materials for the course, to keep the material current. Additionally, as only 56% of the standards are covered by the text, teachers will have to generate their own material to cover the other 44% of the standards.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

To the extent that the curriculum frameworks set by the Florida DOE are met, the alignment is very good. However, again, that extent is only 56% of the standards.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I understand the desire, if not need, to present an overview of material in a text; however, I found the discussions of some topics in the first chapter, which are then not re-visited until Chapters 12, et. seq., to be distracting. It's a function, I think of the teacher's dilemma that there is so much material; and so much "good stuff" we want to present to students, that it's difficult to sit on a topic until it actually falls into a natural order. That being said, in today's world of cellular devices, instant information and diversional learning, I suspect that the problem is mine, and will not be students'

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is replete with graphics which will draw students' attention. The sidebars break up more complicated discussions and will serve to maintain students' interest. The "Mind Tap" support for the text brings what is engaging to a near irresistible level for students. The ability to have text read to themselves; to have pop up study guides and a note taking function; to have a pop up dictionary and glossary available all contribute to making the text more attractive to students. Frankly, it levels the playing field in the arena of competing with cellular devices in the classroom.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

As stated in the "Content" portion of this evaluation, the chunking of the text lends it to easy adaptability by the teacher; and the student will derive a similar benefit. There are no extensive sections of text which require a student to labor through multiple pages to glean the information about an issue or a concept. The structure of the text will afford even lo-level learners the opportunity to learn in easily absorbable chunks of text.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The "Mind Tap" function for the text makes the text available to all students, including those with disabilities, through the read-to-me, glossary, dictionary, flashcard and note taking tools. The ebook navigation tools are functionally simple and intuitive to use. The supplemental materials available to students through the Companion Site serve to enhance the support provided students.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See my comments to questions 1 through 6 above.

Learning

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.

- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The sidebars in the text, the "Mind Tap" tools attached to the elearner text, and the companion site materials all will significantly maintain students' motivation.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The easiest means of conveying support for this rating is to simply read the table of contents to the text.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The information is organized in understandable and digestible chunks. Throughout the text, there are sticky notes which clearly state for students and instructors what the objectives of each section of text are.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

I sound like a broken record here, but again, the "Mind Tap" tool achieves this objective.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The ability for students to pace their learning; to learn visually, to learn auditorily, to learn by writing; to learn through flashcards; to have instant access to a text aligned glossary and dictionary all render the text readily adaptable to developmental differences and learning styles.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is no physical activity associated with the materials, other than keystrokes for accessing elearning materials. However, given the fact that the text is written at the level of a mid-year freshman in undergraduate school, the mental activity of students will most certainly be engaged.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The Media Tools, Discussion Topics, and "What if's" in the lesson plans, organized by chapter, are excellent logical extensions of the material in the text. In addition, the review questions, Self-Assessments and "You Be The ____" sections in the student text support this rating.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Integrated reading, writing, thinking and listening, speaking activities, chunked text; self- assessments; discussion topics aligned for Socratic Circle discussions; research topics; key terms; supplemental reading suggestions...The manner in which the package of materials is organized fairly covers many successful strategies for learners of all levels, including ESE and ESOL students.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The integrated lesson plans, lecture notes, power point presentations and supplemental materials should provide a solid base of strategies for teaching. Until such time as they are actually put into play, we won't know; however, there is a prima facie appearance that the foundation for success is there.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Clearly the material in the test banks is directly correlated to the linked chapters.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The majority of the test bank items are simply remembering items. The questions which profess to require higher level thinking and rise to Bloom's Apply frequently fall short. For example, to ask, "The Constitutional guarantee to a trial by an impartial jury is contained in what Amendment?" is not a higher level question. It's regurgitation at it's best. However, to accommodate a multiple choice or true false format I think the questions demonstrate a missed opportunity to assess students' real learning. They have the world literally at their fingertips. We need to know if they can take that readily available knowledge and solve problems and advance thinking with it.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The only shortfall I see here are aids to ELL students. In Florida today, it would seem appropriate that there would be supplemental materials for teachers with side by side English/Spanish and English/Creole text material. I'm not suggesting that the text books itself be translated; but if teachers had pre-translated supplemental materials, it would make their efforts more effective.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See comments above.

If you have questions contact Office of Instructional Materials, instaff@fldoe.org or 850-245-0425

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org

| For questions & comments regarding this Web site: [E-mail Webmaster](#)
[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)
 Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.