CTE Textbook Adoption Spring 2017 Teacher Comment Sheets                    Scoring Scale:  1 (low score) to 4 (high score)

Course: Structural Systems I & II Textbook: TN Carpentry II   Publisher: Pearson ISBN: 978-0-13-473031-8

| Criteria:  Curriculum | | 1 | 2 | 3 | 4 | Eviden |
|---|---|---|---|---|---|---|
| 1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding | | | | | | |
| The program is closely aligned with the CTE Standards. | | | | | 4 | |
| Standards and learning targets are clearly defined in each lesson. | | | | | 4 | |
| The content is carefully sequenced to maximize deep learning. | | | | | 3 | | |
| Lessons are made up of engaging activities and tasks that are rigorous and worthwhile, providing multiple entry points for all students. | | | | | 4 | |
| There is a balance of conceptual understanding, skill, application, and opportunity for reflection. | | | | | 3 | | |
| The text is engaging with effective use of primary sources and/or meaningful connections. | | | | | 4 | |
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| | | | | | | |
| Total | | | | 2 | 2 | |
| **Score for Curriculum** | | | | | | |

Additional Comments:

| Criteria:  Instruction | 1 | 2 | 3 | 4 | Evidence |
|---|---|---|---|---|---|
| 1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding | | | | | |
| Instruction is balanced among conceptual understanding, skill, and application, | | | 3 | | |
| Communication is a focus of the program- i.e. understanding is developed through classroom discourse, visuals and reading/writing. | | | | 4 | |
| Lessons include questions that are aligned with standards and that encourage students to think deeply about a topic and defend their claims. | | | | 4 | |
| There is a range of support to accommodate the varying levels of students' abilities. | | | 3 | | |
| Instruction is presented to meet various learning styles of students. | | | | 4 | |
| There is an appropriate balance of depth and breadth of content coverage. | | | | 4 | |
| | | | | | |
| | | | | | |
| Total | | | 2 | 2 | |

**Score for Instruction**

Additional Comments:

| Criteria: Assessment | | | | | |
|---|---|---|---|---|---|
| 1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding | 1 | 2 | 3 | 4 | Evidence |
| Assessment is aligned to the instruction. | | | | 4 | |
| Assessment reflect the rigor of the CTE assessments. | | | | 4 | |
| Ongoing/formative assessments are strategically placed within lessons and units to inform instruction. | | | 3 | | |
| Assessments are provided in a variety of formats and mimic the functions and formats (i.e. multiple choice, short answer, open-ended, technology enhanced). | | | 3 | | |
| Assessments are well organized and easy to use. | | | 3 | | |
| Performance-based and Constructed Response assessments that allow students to apply concepts, skills, reasoning, and problem-solving are provided. | | | 3 | | |
| A test generator is available that allows teachers to generate tests and manage student data. | | | 3 | | |
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| | | | | | |
| | | | | | |
| Total | | | 2 | 3 | |

**Score for Assessment**

Additional Comments: