Course: 5992 Textbook:Sports Medicine Essentials Core Concepts Publisher:Cengage ISBN:9781305838499

| Criteria: Curriculum | | | | | |
|--|---|---|---|---|--|
| 1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding | 1 | 2 | 3 | 4 | Evidence |
| The program is closely aligned with the CTE Standards. | | | | X | Clearly listed in contents section |
| Standards and learning targets are clearly defined in each lesson. | | | | X | Learning objectives clearly listed in the beginning of each chapter. |
| The content is carefully sequenced to maximize deep learning. | | | | X | Sequencing is done by starting with basic concepts and moving on to more rigorous concepts. |
| Lessons are made up of engaging activities and tasks that are rigorous and worthwhile, providing multiple entry points for all students. | | | X | | While the textbook itself does not lend itself to providing tasks that are rigorous, the online MindTap resources do. |
| There is a balance of conceptual understanding, skill, application, and opportunity for reflection. | | | | X | The textbook provides several opportunities for students to stop and apply material being learned. Online resources also provide additional opportunities. |
| The text is engaging with effective use of primary sources and/or meaningful connections. | | | | X | Each chapter includes "thinking it through" sections that have students make connections with learning. |
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Score for Curriculum 23

Additional Comments:

| Scoring Scale: 1 (low score) to 4 (high score) | Scoring Scale: | 1 (low score | e) to 4 (high | score) |
|--|----------------|--------------|---------------|--------|
|--|----------------|--------------|---------------|--------|

| Criteria: Instruction | | | | | |
|--|---|---|---|---|---|
| 1 = Unacceptable; 2 = Unsatisfactory; | 1 | 2 | 3 | 4 | Evidence |
| 3 = Satisfactory; 4 = Outstanding | | | | | |
| Instruction is balanced among conceptual | | | | X | With the MindTap online resource, the division of conceptual understanding, skill |
| understanding, skill, and application, | | | | | and application are very evenly distributed. |
| Communication is a focus of the program- | | | | X | Chapters are filled with graphs, visuals, photographs and illustrations. Online |

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Scoring Scale: 1 (low score) to 4 (high score)

| i.e. understanding is developed through classroom discourse, visuals and | | | content provides videos as well. |
|--|---|---|---|
| reading/writing. | | | |
| Lessons include questions that are aligned | | X | End of chapters provide Student Enrichment Activities that not only provide |
| with standards and that encourage students to | | | basic assessments, but give additional options for deeper learning. Online |
| think deeply about a topic and defend their | | | resources also provide various activities as well. |
| claims. | | | |
| There is a range of support to accommodate | X | | The textbook alone does not necessarily provide much differentiation, but the |
| the varying levels of students' abilities. | | | online resources give options for reading aloud to student as well as a way to enlarge and simplify material. |
| Instruction is presented to meet various | X | | The textbook alone does not necessarily provide much differentiation, but the |
| learning styles of students. | | | online resources give options for students to watch videos on the material as opposed to reading. |
| There is an appropriate balance of depth and | | X | The material gives good depth of knowledge and covers each topic thoroughly. |
| breadth of content coverage. | | | |
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Score for Instruction 22

Additional Comments:

Criteria: Assessment

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Scoring Scale: 1 (low score) to 4 (high score)

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|---|---|-------|------|-------|---|
| 1 = Unacceptable; 2 = Unsatisfactory; | 1 | 2 | 3 | 4 | Evidence |
| 3 = Satisfactory; 4 = Outstanding | | | | | |
| Assessment is aligned to the instruction. | | | | X | Assessment questions at the end of the chapter reflect material presented in |
| | | | | | chapters. |
| Assessment reflect the rigor of the CTE | | | | X | Rigor is well developed and presented for each chapter. |
| assessments. | | | | | |
| Ongoing/formative assessments are | | | X | | The textbook itself offers some formative assessments, although the online |
| strategically placed within lessons and units | | | | | resources can be used in place of this. |
| to inform instruction. | | | | | |
| Assessments are provided in a variety of | | | | X | All varieties of assessments are presented. |
| formats and mimic the functions and formats | | | | | |
| (i.e. multiple choice, short answer, open- | | | | | |
| ended, technology enhanced). | | | | | |
| Assessments are well organized and easy to | | | | X | Each chapter ends with assessments and the online materials provides |
| use. | | | | | additional easy to use assessments. |
| Performance-based and Constructed | | | X | | Most chapters provide hands-on skills with step by step instruction and rubrics |
| Response assessments that allow students to | | | | | to follow. |
| apply concepts, skills, reasoning, and | | | | | |
| problem-solving are provided. | | | | | |
| A test generator is available that allows | | | | X | Comes with instructor resources with tests and quizzes pre-made. |
| teachers to generate tests and manage student | | | | | |
| data. | | | | | |
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Score for Assessment 26

Additional Comments: