

# Quality Content Rubric

At Houghton Mifflin Harcourt™, creating quality content is not merely a process but a habit: one rooted in years of expertise in K–12 curriculum architecture and pedagogy, instructional design, and digital learning technology.

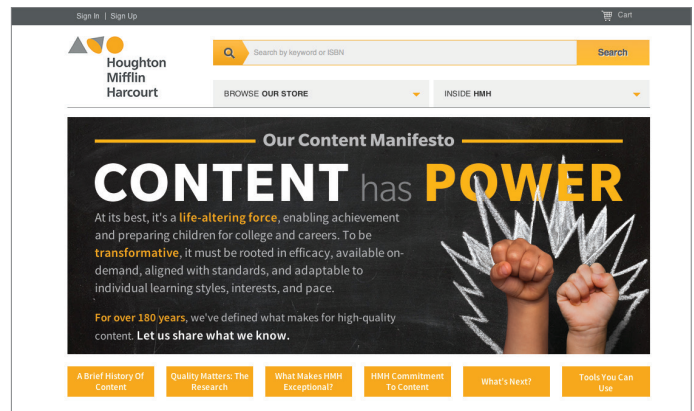
The evidence suggests that using quality educational content provides numerous benefits including better learning engagement, greater skills mastery, and improved learner outcomes. So how do you know quality educational content when you see it? To help you, we’ve provided a list of criteria across six categories—based on the rubric we use.

Quality Content Evaluation Criteria	Not Evident	Somewhat Evident	Highly Evident
<b>Pedagogical Credibility and Efficacy</b>			
Is the content authoritative and reliable? Does it include the latest research, credible sources, and proper citations?			
Is the content free of bias and pedagogically sound?			
Is the content based on formative research with oversight from educational experts and authors?			
Are there robust efficacy studies that provide research-based evidence of effectiveness and drive iterative improvement of instructional materials?			
Does the content reflect domain expertise across the relevant discipline(s)?			
Are there opportunities for users to submit comments or questions regarding the accuracy or intent of content?			
<b>Learner Engagement and Instructional Effectiveness</b>			
Is the product design visually exciting and user centric? Does it maximize student engagement and interest?			
Are the visual and interactive elements differentiated across grades and aligned with cognitive development, reading abilities, and interests?			
Is the visual design age-appropriate, culturally diverse, relevant, and fun (where appropriate)?			

Quality Content Evaluation Criteria	Not Evident	Somewhat Evident	Highly Evident
<b>Learner Engagement and Instructional Effectiveness (continued)</b>			
Is there an integrated teaching approach that includes project-based activities, game- and interest-based assignments, and inquiry-based instruction to enhance engagement and higher order thinking?			
Is the content optimized for its medium, be it print or digital, without compromising learner experience?			
Is there high-quality, media-rich content? Does it work via multiple delivery formats including print and digital (e.g. mobile, desktop, online, or offline)?			
Are there blended learning opportunities that combine classroom activities and the latest technology for enhanced learning experiences?			
<b>Learning and Teaching Support</b>			
Does the content offer opportunities for differentiated instruction to support on-level, struggling, and advanced learners? Are there opportunities for enrichment and remediation?			
Are the needs of English language learners addressed?			
Are teaching support materials provided at point-of-use within the content, or readily accessible via program resources sections?			
Are teacher support materials aimed at promoting teacher efficacy and increasing student achievement?			
Are there professional development resources for both teachers and administrators?			
<b>Assessment and Measurement</b>			
Are both formative and summative assessments within all programs closely aligned to the stated learning objectives?			
Are assessment strategies, tools, and rubrics provided for the evaluation of student performance?			
Do the assessments enable instructional decisions based on student responses?			
Does the program offer opportunities for a variety of assessments, from tests and quizzes to performance- and project-based tasks and customized assessments?			

Quality Content Evaluation Criteria	Not Evident	Somewhat Evident	Highly Evident
<b>Standards Alignment</b>			
Are all the assigned activities, assessments, and content aligned with state standards and/or other appropriate educational standards?			
Does the content support standards? Is it committed to promoting college- and career-readiness?			
<b>Smart Content (Technology-enhanced)</b>			
Does the online content support active learning with user-friendly and engaging interactive activities?			
Are the online and offline learning experiences relatively comparable?			
Is there flexible and modular content that allows teachers to create customized lesson plans and even add their own content?			
Are there adaptive learning opportunities based on performance and learning preferences?			
Is the content provider committed to developing real-time data systems for tracking student achievement and development? What about prescribing learning paths that are mapped to learning styles and pace?			

To learn more about our content development process, visit [hnhco.com/manifesto](http://hnhco.com/manifesto)



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