Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3–12

Introduction

What Are the Purposes of the IMET?

This ELA/Literacy IMET is designed to help educators determine whether or not instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) at the heart of the Common Core State Standards are:

- **Complexity**: Regular practice with complex text and its academic language

- **Evidence**: Reading, writing, and speaking grounded in evidence from text, both literary and informational

- **Knowledge**: Building knowledge through content-rich non-fiction

The IMET draws directly from the following documents:

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (www.corestandards.org/ELA-Literacy/)

- Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

For materials passing the IMET, educators can make use of more detailed instruments available in the Materials Alignment Toolkit (www.achievethecore.org/materials-alignment-toolkit) developed collaboratively by the Council of the Great City Schools, the Council of Chief State School Officers, and Achieve to enable further analysis of individual grade-level alignment, supports for special populations, and other aspects of quality in aligned materials.

When to Use the IMET

1. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the complexity, evidence, and knowledge building of the Standards.

2. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.

3. Developing materials: Those developing new materials locally can use this tool as guidance for creating aligned ELA/Literacy curricula.

Please note that this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/ELA-Literacy/) for all grades in which materials are being evaluated. Evaluators also should be familiar with the substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) of Complexity, Evidence, and Knowledge that are listed above.

Getting Started

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. In addition, each evaluator should have a reference copy of the Common Core State Standards for ELA/Literacy (www.corestandards.org/ELA-Literacy/) and the Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf). Reviewers may also choose to reference the Publishers' Criteria for the Common Core State Standards in ELA/Literacy, Grades 3–12 for additional support and guidance. (www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents, and paging through multiple chapters.

Sections 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Step 1: Non-Negotiable Alignment Criteria (p. 4)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.

- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metrics.

- Record and explain the evidence upon which the rating is based.

Step 2: Alignment Criteria (p. 12)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metrics associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.

- Examine the materials in relation to these criteria, assigning each metric a point value. Rate each criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.

- Record and explain the evidence upon which the rating is based.

Step 3: Evaluation Summary (p. 55)

- Compile all of the results from Sections 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

Step 4: Indicators of Quality (p. 57)

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of instructional materials. These considerations are not for alignment to the CCSS, but they provide valuable information about additional curricula characteristics. Evaluators may want to add their own indicators to the examples provided.

Directions for Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.

Materials to Assemble

- Teacher's edition and student materials

- Appendix A pages 1-10 for more on the vital role text complexity plays in the CCSS (www.corestandards.org/assets/Appendix_A. pdf)

- Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_ Research_on_Text_Complexity.pdf)

Metrics to Review

- **NN Metric 1A**: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement.

- **NN Metric 1B**: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards.

Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 1 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 1 as Meets.

Non-Negotiable 1

Complexity of Texts

Metric

NN Metric 1A:
100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement.

How to Find the Evidence

What to look for: Evidence of quantitative measures of texts in the submission.

- Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band.

- If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list.

- All student reading material should be supported with evidence for its placement matched to its educational purpose. For example: readings provided to build knowledge on a topic would serve different purposes from a text designed to be the center of close reading instruction.

- In a set of materials, the complexity of texts students read should increase year to year.

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials.

If time permits, consider checking a random sample of texts against the publisher's ratings.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Non-Negotiable 1
Complexity of Texts

Metric

NN Metric 1B:
100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement.

How to Find the Evidence

What to look for: Evidence that qualitative analysis was conducted on the texts in the submission.

- Look for an explanation of such features as levels of meaning/purpose, text structure, language clarity, and knowledge demands. This information should support the use of the text in the materials.

- If the publisher only provides a summary rating, ask the publisher to send the backup detail on particular features that supports the rating.

- Look for evidence that the publisher has used a qualitative analysis to guide instruction. (This information is not needed to meet the metric but worth noting as a strength, if apparent.)

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____   Title of Program: _____

Non-Negotiable 1

Complexity of Texts

Non-Negotiable 1: Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.

Rating for Non-Negotiable 1

If both metrics were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Non-Negotiable 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Directions for Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)

Metrics to Review

- **NN Metric 2A**: At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).

- **NN Metric 2B:** Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards.

Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2A:
At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).

How to Find the Evidence

What to look for: Questions that are based on evidence from the texts and are specific to the text (i.e., not "generic" questions that could be asked about any text).

- Document such things as whether or not the questions:

  o Require readers to produce evidence from the texts to support their claims.

  o Are specific enough and can only be answered through careful reading rather than background knowledge.

  o Go beyond the text to make other connections in extension activities only after the text has been explored.

- Pay special attention to culminating and extended response tasks since they constitute a higher proportion of instructional time. These tasks should call on the knowledge and understanding acquired through the questions.

Where to look: Analyze a sample set of questions, tasks and assessment items from across the submission.[1]

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

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1. Recommendation: Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric

NN Metric 2B:
Questions and tasks accurately address the analytical thinking required by the Standards at each grade level.

NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text.

How to Find the Evidence

What to look for: Publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

- Spot-check the publisher's alignment documents regarding standards to questions and tasks across the year(s).
- If the publisher doesn't provide an alignment document, consult the grade-level standard(s). Are the questions and tasks aligned to the cognitive and other demands of the standards across all the domains of ELA?

Where to look: Analyze the same sample set (1 in 4 recommended) of questions, tasks, and assessment items from across the submission.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

Reviewer Initials: _____   Title of Program: _____

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Rating for Non-Negotiable 2

If both metrics were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Now continue by evaluating Alignment Criterion 1: Range and Quality of Texts

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Directions for Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards.

Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 1A**: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study.

- **AC Metric 1B**: Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading.

- **AC Metric 1C**: In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.

- **AC Metric 1D**: A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

- **AC Metric 1E**: Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

Rating this Criterion

1. Rate how well the submission meets each of the criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before proceeding to Alignment Criterion 2. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1A:
Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study.

How to Find the Evidence

What to look for: A collection of passages carefully sequenced and organized around a series of topics with the aim of increasing knowledge and the students' capacity to utilize academic language to read, discuss, reason, and write about the topics.

- Look for a focused line of inquiry included for each set of connected texts.
- Check supplementary reading materials, too, to see if they provide opportunities for students to engage in a volume of reading around texts in the central materials.

Where to look: Review the table of contents or grade-level curriculum maps.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B:
Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading.

How to Find the Evidence

What look for: Anchor (or keystone texts) that are previously published or of publishable quality and are content-rich.

- Look to see whether passages include a copyright (as that will signal that they are previously published).

- Make judgments about whether the passages exhibit exceptional craft or provide useful information.

- Check whether the passages are worth students' time to read and re-read (e.g., well-crafted, provide useful or important information).

Where to look: Read over the passages in a representative sample of lessons.[2]

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

2. Recommendation: Through the review process, read through 30–50% of the anchor passages to get a valid sample size.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1C:
In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.

How to Find the Evidence

What to look for: List of all the texts selected for submission by genre as defined by the Standards:

- For grades 3–5: Calculate the percentage of literary vs. informational texts listed in the table of contents. (Alternatively, calculate the balance of instructional time spent on literature vs. instructional time spent on informational texts within each unit over each year.)

- For grades 6–12 ELA classes: measure whether or not there is "substantial attention to high quality nonfiction." (Literary nonfiction includes essays, speeches, opinion pieces, journalism, historical or scientific articles written for a broad audience.) The standards do not call for specific percentages of informational text in ELA classes.

Where to look: Review table of contents for the list of included texts or review a list of texts within the units' scope and sequences.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1D:
A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

How to Find the Evidence

What to look for: Specific texts or text types that match the demands of the Standards. Look for materials that include:

- Specific titles of texts mentioned in the grade-specific standards (e.g., certain founding documents, Shakespeare, American dramatist).

- Specific grade-level text characteristics, including but not limited to stories written by the same author, texts with visual or quantitative elements, texts on the same topic, texts with similar characters, texts providing conflicting information, texts with first and second-hand accounts, texts from outside the US, early American literature, etc.

- Specific genres called for in the Standards: poetry, drama, prose, folktales, myths, and traditional literature.

Where to look: Check to see if the publisher submitted a list of texts required specifically by the grade-level standards. Otherwise, scan the table of contents or curriculum maps.

Evidence

Rating

- [ ] **Meets (2)**
- [ ] **Partially Meets (1)**
- [ ] **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1E:
Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

How to Find the Evidence

What to look for: Materials that include prominent directions and support for students to read, independently and regularly - even daily. Look for additional topic-related readings connected to the anchor text. Document such things as whether or not the texts for independent reading:

- Are at a variety of complexities.
- Include a wide range of texts that relate to students' interests.
- Include a mix of informational texts and literature, as well as texts that vary in length and density of ideas.
- Are organized around key topics.

Where to look: Directions and lists of suggested texts in units and/or in supplemental materials.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards.

Points Assigned for Alignment Criterion 1

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 1. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Directions for Alignment Criterion 2
Questions and Tasks

Alignment Criterion 2: Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Materials to Assemble

- Teacher's edition and student materials

- Appropriate grade-level set of ELA/Literacy Standards

- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)

Metrics to Review

- **AC Metric 2A**: High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.

- **AC Metric 2B**: Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.

- **AC Metric 2C**: Questions build to a deep understanding of the central ideas of the text.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Reviewer Initials: _____   Title of Program: _____

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2A:
High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.

How to Find the Evidence

What to look for: The prevalence of a large set of coherent question sequences that direct students to draw evidence from the text:

- Look for relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole.

- Check for questions that move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text.

- Look for questions that attend to the particular ideas, details, and dimensions that illuminate each text.

- Look for questions that linger over phrases and sentences key to comprehension.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2B:
Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.

How to Find the Evidence

What to look for: Questions and tasks associated with every passage in the sample ask students to address the meaning of academic vocabulary and to unpack complex sentences.

- Check whether questions and tasks guide students to determine the meaning of these words from the context or how they are being used in the text.

- Look for questions and tasks that require students to explain the impact of specific word choices on the text with emphasis on those words that are consequential to the meaning of the text.

- Look for ample opportunities for students to practice the use of academic vocabulary in their speaking and writing.

- Look for ample opportunities for students to notice and practice using academic language, with particular attention to syntax.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Metric

AC Metric 2C:
Questions build to a deep understanding of the central ideas of the text.

How to Find the Evidence

What to look for: Questions and tasks that focus on the central ideas and important particulars of the text, rather than superficial or peripheral aspects.

- Look to see if the questions support students' ability to address a culminating task focused on the central idea(s) of the text.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 2

Questions and Tasks

Alignment Criterion 2: Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Points Assigned for Alignment Criterion 2

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 2. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Reviewer Initials: _____   Title of Program: _____

Directions for Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 3A**: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information.

- **AC Metric 3B**: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion):

Grades 3–5	exposition 35% persuasion 30% narrative 35%
Grades 6–8	exposition 35% argument 35% narrative 30%
High School	exposition 40% argument 40% narrative 20%

- **AC Metric 3C**: Writing opportunities for students are prominent and varied.

- **AC Metric 3D**: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 6 out of 8 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3A:
Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information.

How to Find the Evidence

What to look for: Tasks that do and do not require writing to sources.

Calculate a percentage of aligned tasks (i.e., the number of tasks that require writing to sources compared with the total number of tasks).

- For alignment, about three-quarters of tasks should require writing to sources at all grade levels.
- There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions or prompts that ask students to go beyond the text.

Where to look: Examine a sampling (minimum 8 per grade) of the writing tasks from a sample of lessons.

Evidence

Rating

- ☐ **Meets (2)**
- ☐ **Partially Meets (1)**
- ☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3B:
Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion):

| Grades 3–5 | exposition 35%
persuasion 30%
narrative 35% |

Grades 3–5   exposition 35%
     persuasion 30%
     narrative 35%

Grades 6–8   exposition 35%
     argument 35%
     narrative 30%

High School   exposition 40%
     argument 40%
     narrative 20%

How to Find the Evidence

What to look for: Writing and culminating assignments that match up with the grade band distribution. If assignments ask for blended writing (i.e., exposition and argument), give credit for both, and tally how frequently blended writing assignments are assigned. Materials should provide opportunities for students to address different genres of writing.

Where to look: Examine the table of contents. When the title does not clearly indicate the type of writing, look at the assignment itself.

Evidence

Rating

- [ ] **Meets (2)**
- [ ] **Partially Meets (1)**
- [ ] **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3C:
Writing opportunities for students are prominent and varied.

How to Find the Evidence

What to look for: Regular (daily or at least weekly) writing opportunities that vary in purpose and length, embedded to support instruction, and that flow from the instruction and text-dependent questions.

Where to look: Examine the table of contents and a sample of lessons.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Metric

AC Metric 3D:
Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.

How to Find the Evidence

What to look for: The frequency of research assignments.

- Read the instructions that accompany research projects to ensure they are in fact short and focused—lasting for no more than a week or two.

- Check to see if students are asked to repeat the research process many times and develop the expertise needed to conduct research independently.

- Look for a progression of shorter research projects to encourage students to develop expertise in one area by confronting and analyzing different aspects of the same topic as well as other texts and source materials on that topic.

Where to look: Examine the table of contents, sample lessons, and/or index.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 3

Writing to Sources and Research

Alignment Criterion 3: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Points Assigned for Alignment Criterion 3

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 3. If materials earn fewer than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Reviewer Initials: _____   Title of Program: _____

Directions for Alignment Criterion 4
Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

This Criterion should be used for Grades 3-5 submissions only.

Materials to Assemble

- Teacher's edition and student materials

- Appropriate grade-level Reading Standards for Foundational Skills (www.corestandards.org/ELA-Literacy/RF/introduction/)

Metrics to Review

- **AC Metric 4A**: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.

- **AC Metric 4B**: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.

- **AC Metric 4C**: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

- **AC Metric 4D**: Materials guide students to read grade-level text with purpose and understanding.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 6 out of 8 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4A:
Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.

How to Find the Evidence

What to look for: Foundational reading elements that are gradually interwoven with one another—from simple to complex—so that students come to understand and use the system of correspondences that characterize written English. Materials should provide ample opportunities for students to understand and fully learn the foundational reading skills.

Where to look: Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of these grades.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4B:
Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

How to Find the Evidence

What to look for: Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Materials also incorporate high-quality activities for those students who are able to reach mastery of the foundational skills with less practice.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets.

Evidence

Rating

- ☐ **Meets (2)**

- ☐ **Partially Meets (1)**

- ☐ **Does Not Meet (0)**

Reviewer Initials: _____   **Title of Program:** _____

Alignment Criterion 4
Foundational Skills

Metric

AC Metric 4C:
Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

How to Find the Evidence

What to look for: Materials should include routines and guidance that will remind teachers to monitor student progress. They should include sufficient practice to achieve fluency for all, and offer a variety of specific fluency-building techniques supported by research, including monitored partner reading, choral reading, repeated readings with text, short timed practice that is slightly challenging to the reader, and involve the student in monitoring progress toward a specific fluency goal.

Where to look: Examine the table of contents to see the foundational reading sections of each lesson. Read the prefatory materials to see the rationale for how reading fluency is approached. Examine a series of specific lessons for the types of routines or approaches that are included.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Reviewer Initials: _____   Title of Program: _____

Alignment Criterion 4

Foundational Skills

Metric

AC Metric 4D:
Materials guide students to read grade-level text with purpose and understanding.

How to Find the Evidence

What to look for: When reading for foundational skill practice, making meaning from reading is expected. Introductions to each passage are limited (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students' attention is drawn away from the text.

Where to look: Read instructions, notes to students, and prefatory material from throughout the submission to evaluate how well this is done.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 4

Foundational Skills

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Points Assigned for Alignment Criterion 4

Materials must earn at least 6 out of 8 points to meet Alignment Criterion 4. If materials earn fewer than 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

_____ **Total (8 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 5, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Directions for Alignment Criterion 5

Language

Alignment Criterion 5: Materials adequately address the Language Standards for the grade.

Materials to Assemble

- Teacher's edition and student materials

- Appropriate grade-level set of Language Standards (www. corestandards.org/ELA-Literacy/L/language-progressive-skills/)

Metrics to Review

- **AC Metric 5A**: Materials address the grammar and language conventions specified by the Language Standards at each grade level.

- **AC Metric 5B**: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.

- **AC Metric 5C**: Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations).

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 5

Language

Metric

AC Metric 5A:
Materials address the grammar and language conventions specified by the Language Standards at each grade level.

How to Find the Evidence

What to look for: Grade-specific standard materials that develop and retain skills and understandings and demonstrate explicit instruction to support student mastery.

- Materials reference conventions mastered in earlier grades.

- Lessons demonstrate explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context.

- Texts include elements so teachers can craft grammar instruction (e.g., to teach about the use of semi-colons, texts are provided that demonstrate their use).

Where to look: Look for publisher-produced alignment documentation of the standards addressed by specific lessons. Analyze a sample of lessons and tasks from across the submission to validate the publisher's assignments.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 5
Language

Metric

AC Metric 5B:
Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.

How to Find the Evidence

What to look for: Materials and lessons that allow students to gain skills to confront and correct error patterns.

• Materials or lessons should demonstrate essential "rules" of standard written and spoken English.

Where to look: Examine the table of contents and/or prefatory materials to determine if these are included. Investigate several (3-4) of the pages where usage and conventions are addressed to evaluate whether they demand student self-correction in ways aligned to that grade level's standards.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Metric

AC Metric 5C:
Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations).

How to Find the Evidence

What to look for: Activities and lessons that teach students the craft of writing in a well-organized progression so they can communicate clearly and powerfully. Materials provide regular opportunities for students to practice their writing and presentation skills in real-world applications.

Where to look: Examine the table of contents and prefatory materials. Conduct a full reading of sample passages, text-based questions, and associated assignments as spot checks across the year(s).

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 5

Language

Alignment Criterion 5: Materials adequately address the Language Standards for the grade.

Points Assigned for Alignment Criterion 5

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 5. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (6 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 6, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Directions for Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

Materials to Assemble

• Teacher's edition and student materials

• Appropriate grade-level set of Speaking and Listening Standards (www.corestandards.org/ELA-Literacy/SL/introduction/)

Metrics to Review

• **AC Metric 6A**: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1).

• **AC Metric 6B**: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas.

• **AC Metric 6C**: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way.

• **AC Metric 6D**: Materials require students to marshal evidence to orally present findings from research.

• **AC Metric 6E**: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before proceeding to Alignment Criterion 7. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6A:
Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1).

How to Find the Evidence

What to look for: Speaking and listening that is routinely emphasized, supported, and integrated into almost all of the lessons examined.

- Check to see if the publisher has submitted a separate list or the information is contained within unit materials.

- Document what quantitative and qualitative measure was used and how many samples were within the grade band.

- If there is no evidence of quantitative or qualitative measures, evaluate a sample of texts to ensure texts are within the grade band or ask publishers to send such a list.[3]

Where to look: Examine the tasks and instructions in the relevant sections. Check introductory materials to determine if speaking and listening is emphasized through instruction and use of routines.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

3. Use the same set of sample lessons as examined for Alignment Criterion 1

Alignment Criterion 6
Speaking and Listening

Metric

AC Metric 6B:
Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas.

How to Find the Evidence

What to look for: Materials that support teachers in planning and engaging students in discussions around grade-level topics and texts that students have studied and researched in advance. Materials support students' listening skills as well as their ability to respond to and challenge their peers with relevant follow-up questions and evidence.

Where to look: Examine the tasks and instructions in the relevant sections. Prefatory materials might also help determine if speaking and listening is emphasized through instruction and use of routines.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6C:
Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way.

How to Find the Evidence

What to look for: Speaking and Listening prompts and questions that offer opportunities for students to share with others their evidence and research. Materials center on real, substantive discussions that require students to respond directly to the ideas of their peers.

Where to look: Examine the tasks and instructions in the relevant sample lessons. Check prefatory materials to determine if this is emphasized when reading or listening to complex text.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6D:
Materials require students to marshal evidence to orally present findings from research.

How to Find the Evidence

What to look for: Materials offer protocols to engage students regularly in productive discussions and present their findings from research.

Where to look: Examine the sections devoted to research to see if students are asked to present their findings. 'Research' as a term should be listed in the Index and have many page references to follow and check for quality.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 6

Speaking and Listening

Metric

AC Metric 6E:
Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.

How to Find the Evidence

What to look for: Materials offer protocols to engage students regularly in productive discussions about what they have listened to or read. Materials discuss the importance of students using academic words and sentence patterns they have seen in their readings in their subsequent discussions.

Where to look: Examine the tasks and instructions in the relevant sections devoted to speaking and language use. Prefatory materials might also help determine if attention to academic language and opportunities to practice using academic language when speaking is emphasized through instruction and use of routines.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Reviewer Initials: _____   Title of Program: _____

Alignment Criterion 6

Speaking and Listening

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions, and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

Points Assigned for Alignment Criterion 6

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 6. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Before moving to Alignment Criterion 7, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 55.

Directions for Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

Materials to Assemble

- Teacher's edition and student materials

- Appropriate grade-level set of ELA/Literacy Standards

- If the submission has formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

Metrics to Review

- **AC Metric 7A**: Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards.

- **AC Metric 7B**: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

- **AC Metric 7C**: There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies).

- **AC Metric 7D**: Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards.

- **AC Metric 7E**: Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.

3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 8 out of 10 points means that the materials have met this Alignment Criterion. (If reviewers notice that materials have strong supports for some populations but weak supports for others, then reviewers can consider disaggregating scores for this Alignment Criterion to ensure that the selected materials provide access for the specific students who will be using the materials.)

4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 55 before proceeding further. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7A:
Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards.

How to Find the Evidence

What to look for: Materials that include a range of supports to provide for the varying needs of all students to develop their capacity for grade level work.

Where to look: Examine the tasks and instructions in the selection chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to supporting all students.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7B:
Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

How to Find the Evidence

What to look for: Materials that support the varying needs of all students.

Where to look: Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

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Reviewer Initials: _____   **Title of Program:** _____

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Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7C:
There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/ re-construction/ extending language, and other research-based remediation strategies).

How to Find the Evidence

What to look for: Materials that support teachers in planning and presenting differentiated instruction that develops student capacity for grade-level work or beyond.

Where to look: Examine the support materials and teacher instructions in sample lessons. Guidance should be practical and straightforward to implement. All recommended supports should be contained in the submission and readily available.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Metric

AC Metric 7D:
Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards.

How to Find the Evidence

What to look for: Materials that support teachers in planning and presenting differentiated instruction that develops student capacity for grade level work, including suggestions and materials for those students who may need instruction in foundational skills from earlier grade levels and/or students needing extended English language development to meet grade-level standards.

Where to look: Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Reviewer Initials: _____   Title of Program: _____

Alignment Criterion 7
Access to the Standards for All Students

Metric

AC Metric 7E:
Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence.

How to Find the Evidence

What to look for: Formative and interim assessments at appropriate intervals aligned to the level of work required by the standards.

Where to look: Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.

Evidence

Rating

☐ **Meets (2)**

☐ **Partially Meets (1)**

☐ **Does Not Meet (0)**

Alignment Criterion 7

Access to the Standards for All Students

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Points Assigned for Alignment Criterion 7

Materials must earn at least 8 out of 10 points to meet Alignment Criterion 7. If materials earn fewer than 8 points, the Criterion has not been met. Check the final rating. (If reviewers notice that materials have strong supports for some populations but weak supports for others, then reviewers can consider disaggregating scores for this Alignment Criterion to ensure that the selected materials provide access for the specific students who will be using the materials.)

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

_____ **Total (10 points possible)**

☐ **Meets**

☐ **Does Not Meet**

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Title of Submission: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator(s): _____

Date of Evaluation: _____

Signature of Each Evaluator(s): _____

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1:
Complexity of Texts

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiable 2:
Text-Dependent and Text-Specific Questions

☐ **Meets**

☐ **Does Not Meet**

Non-Negotiables Overall

☐ **Meets**

☐ **Does Not Meet**

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:
Range and Quality of Texts

Points: _____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 4:
Foundational Skills

Points: _____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criteria Overall

☐ **Meets**

☐ **Does Not Meet**

Alignment Criterion 2:
Questions and Tasks

Points: _____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 5:
Language

Points: _____ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 3:
Writing to Sources and Research

Points: _____ of 8 possible.

(Materials must receive at least 6 of 8 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 6:
Speaking and Listening

Points: _____ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

Alignment Criterion 7:
Access to the Standards for All Students

Points: _____ of 10 possible.

(Materials must receive at least 8 of 10 points to align.)

☐ **Meets**   ☐ **N/A**

☐ **Does Not Meet**

IMET Evaluation Summary 2 of 2

Title of Submission: _____

Publisher: _____

Date of Publication: _____

Name of Evaluator(s): _____

Date of Evaluation: _____

Signature of Each Evaluator(s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

☐ Yes

☐ No

What are the specific areas of strength and weakness based on this evaluation?
Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.

Indicators of Quality

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1–3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality are suggested below. States, districts, and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts.

Indicators: Usefulness, Design, Focus	Evidence	Rating (Y/N)
1. Do the student resources include ample review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?		
2. Are the materials easy to use? Are they clearly laid out for students and teachers? Does every page of the submission add to student learning rather than distract from it? Are reading selections centrally located within the materials and obviously the center of focus?		
3. Can the teacher and student reasonably complete the content presented within a regular school year and does the pacing of content allow for maximum student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonably take?		
4. Do instructions allow for careful reading and rereading of content?		
5. Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?		