

# **Instructional Materials Evaluation Tool (IMET)**

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ELA/Literacy, Grades K-2

# 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/](http://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/](http://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](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf))

There are important considerations for implementation of materials in addition to alignment. Evaluators may want to add their own indicators to the ones provided here in order to evaluate local considerations beyond alignment.

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](http://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.

## Getting Started

### 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.
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). It was not designed for the evaluation of standalone supplemental materials.

# Getting Started

## 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/](http://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/](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)) of Complexity, Evidence, and Knowledge that are listed above.

## 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/](http://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](http://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 K–2 for additional support and guidance. ([www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.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.

There are training materials available for the IMET ([www.achievethecore.org/IMET](http://www.achievethecore.org/IMET)) which provide an overview of the tool and detailed information about each of the criteria. The trainings are broken up by instructional Shift, each of which corresponds with a specific Non-Negotiable and an Alignment Criterion, as follows:

- Complexity: Non-Negotiable 1 and Alignment Criterion 1
- Evidence: Non-Negotiable 2 and Alignment Criterion 2
- Knowledge: Non-Negotiable 3 and Alignment Criterion 3
- Foundational Skills: Non-Negotiable 4

Alignment Criterion 4, “Access to the Standards for All Students,” will be included with Non-Negotiable 3 training modules.

Evaluators may choose to go through the IMET from start to finish (from Non-Negotiable 1 through Alignment Criterion 4). Alternatively, evaluators might choose to complete the criteria for one Shift before moving to the next, in accordance with how the training materials are sequenced. There are instructions built into the tool to reinforce this option.

## Navigating the Tool

Steps 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.

### Step 1: Non-Negotiable Alignment Criteria (p. 5)

- 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.

# Getting Started

## Step 2: Alignment Criteria (p. 24)

- 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. 47)

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

All steps should be completed to produce a comprehensive picture of the strengths and weaknesses of the alignment of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

# Directions for Non-Negotiable 1

High-quality Text

**Non-Negotiable 1: Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.**

## Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Appendix A pages 1-10 for more on the vital role text complexity plays in the CCSS ([www.corestandards.org/assets/Appendix\\_A.pdf](http://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](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf))

## Metrics to Review

- **NN Metric 1A:** Texts intended for reading aloud are rich and above students' current reading abilities. Anchor texts in grade 2 materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)
- **NN Metric 1B:** Anchor texts<sup>1</sup> (including those selected for reading aloud) in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.

1. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

## 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

## High-quality Text

### Metric

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#### **NN Metric 1A: K-2**

Texts intended for reading aloud are rich and above students' current reading abilities. Anchor texts in grade 2 materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.).

### How to Find the Evidence

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**What to look for:** Evidence of quantitative and qualitative measures of anchor texts' complexity (primarily read alouds) in the submission:

- Look for an explanation of specific features regarding levels of meaning/ purpose, text structure, language clarity, and knowledge demands. This information should support the grade-level placement.
- 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.)
- In a set of materials, the complexity of texts read aloud or students read should increase year to year.
- Materials consistently allow teachers and students to spend adequate time working with complex texts (2-3 grade levels above what they can read on their own).
- 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.

**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

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#### Rating

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**Meets**

**Does Not Meet / Insufficient Evidence**

# Non-Negotiable 1

## High-quality Text

### Metric

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#### **NN Metric 1B: K-2**

Anchor texts<sup>2</sup> (including those selected for reading aloud) in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.

### How to Find the Evidence

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**What to look for:** Anchor (or read-aloud) text selections that are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax. In K-2, look for anchor texts that are read aloud to review for quality and richness and not texts designed for mastering foundational reading.

- Look to see whether selections include a copyright (as that will signal that they are previously published).
- Make judgments about whether the selections exhibit exceptional craft or provide useful information.
- Check whether the selections are worth multiple reads (e.g., well-crafted, provide useful or important information).
- Check for a mix of texts, literary and informational, that reflect the proportion of literary and informational reading distribution required for that grade level.

**Where to look:** Examine publisher provided information or do a survey of text types across all the units for each year. Read over the selections in a representative sample of lessons for quality evaluations.

### Evidence

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### Rating

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**Meets**

**Does Not Meet / Insufficient Evidence**

2. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

# Non-Negotiable 1

High-quality Text

**Non-Negotiable 1: Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.**

## Rating for Non-Negotiable 1

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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

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Meets

Does Not Meet

**Strengths / Weaknesses:**

**\*There are additional metrics under Alignment Criterion 1 that pertain to the quality and range of texts that should be apparent in materials. For continuity, skip to Alignment Criterion 1 to continue focusing on text qualities on Page 24.**

**Otherwise, continue on to Non-Negotiable 2 on Page 9.**

**Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**



# Directions for Non-Negotiable 2

Evidence-based Discussion and Writing

**Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.**

## 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](http://www.achievethecore.org/page/710/text-dependent-question-resources))

## Metrics to Review

- **NN Metric 2A:** At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.
- **NN Metric 2B:** Materials include frequent opportunities and guidance for grade appropriate evidence-based discussions and writing<sup>3</sup> to support analyses, claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

## 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.

3. For K-1 materials, tasks should offer the chance to document through drawing, or other ways of compiling evidence in a developmentally appropriate way.

# Non-Negotiable 2

## Evidence-based Discussion and Writing

### Metric

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#### **NN Metric 2A: K-2**

At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.

### How to Find the Evidence

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**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:
  - Require readers (listeners) to produce evidence from the texts to support their claims.
  - Are specific enough and can only be answered through careful reading (listening).
  - Go beyond the text to make other connections in extension activities only after the text has been deeply and completely 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. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 2

## Evidence-based Discussion and Writing

### Metric

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#### NN Metric 2B: K-2

Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

### How to Find the Evidence

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**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). Look also for materials that support teachers in planning and engaging students in discussions around grade-level topics and texts.

- 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 on subjects they have not read about or researched, or prompts that ask students to go beyond the text.
- Look for materials that require students to marshal evidence when speaking.
- Look for speaking and listening prompts and questions that offer opportunities for students to share with others their evidence and research.

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

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### Rating

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- Meets
- Does Not Meet / Insufficient Evidence

# Non-Negotiable 2

Evidence-based Discussion and Writing

**Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.**

## Rating for Non-Negotiable 2

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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

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Meets

Does Not Meet

**Strengths / Weaknesses:**

**\*There are additional metrics under Alignment Criterion 2 that pertain to evidence-based discussion and writing. For continuity, skip to Alignment Criterion 2 on Page 28. Otherwise, continue on to Non-Negotiable 3 on Page 13.**

**Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

# Directions for Non-Negotiable 3

## Building Knowledge

### Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

#### 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](http://www.achievethecore.org/page/710/text-dependent-question-resources))
- Staying on Topic Within and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5 ([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf), page 33)

#### Metrics to Review

- **NN Metric 3A:** Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.
- **NN Metric 3B:** Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of independent reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

#### 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 3

## Building Knowledge

### Metric

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#### **NN Metric 3A: K-2**

Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.

### How to Find the Evidence

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**What to look for:** Collections of texts and other resources carefully sequenced and organized around a series of topics:

- Look for collections of texts to be connected to the anchor texts where logical connections are possible such that students could easily see the relationship.
- Look for a focused line of inquiry included for each set of connected texts.
- Check supplementary reading materials, too, to see if they provide further opportunities for students to engage in a volume of reading (listening) connected to the topics explored in the central materials.

**Where to look:** Review the table of contents or grade-level curriculum maps to look for sequences of texts on topics.

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 3

## Building Knowledge

### Metric

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**NN Metric 3B: K-2**

Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

### How to Find the Evidence

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**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 evidence of these kinds of guidance for independent reading. For example:

- Offer selections at a variety of complexity levels.
- Include a wide range of selections that relate to students' interests.
- Include selections that are a mix of informational texts and literature, as well as selections that vary in length and density of ideas.
- Offer suggestions for how volume of reading could be organized around key topics.
- Offer additional readings that are connected in meaningful ways to the knowledge and understanding of the anchor selections.
- Suggest ways teachers could track student reading in lightweight ways that ensure students are actually engaging in reading independently.

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

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 3

Building Knowledge

**Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.**

## Rating for Non-Negotiable 3

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If both metrics were rated as Meets, then rate Non-Negotiable 3 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 3 as Does Not Meet. Check the final rating.

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

## Rating

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Meets

Does Not Meet

**Strengths / Weaknesses:**

**\*There are additional metrics under Alignment Criterion 3 that pertain to how text selections, tasks and assignments should build knowledge. For continuity, skip to Alignment Criterion 3 to continue focusing on building knowledge on Page 35. Otherwise, continue on to Non-Negotiable 4 on Page 17.**

**Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**



# Directions for Non-Negotiable 4

## Foundational Skills

**Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.**

## 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](http://www.achievethecore.org/page/710/text-dependent-question-resources))

## Metrics to Review

- **NN Metric 4A:** Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.
- **NN Metric 4B:** Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
- **NN Metric 4C:** Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.
- **NN Metric 4D:** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

- **NN Metric 4E:** Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

## 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 4

## Foundational Skills

### Metric

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#### **NN Metric 4A: K-2**

Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.

### How to Find the Evidence

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**What to look for:** Foundational reading elements required by the Standards for each grade level are all present. Look for materials that include:

- Explanations of why foundational skills are organized and introduced in the sequence they are.
- References to seminal research that has informed the foundational skills approach chosen.
- Progressions of skills that are introduced and developed gradually and coherently.
- Routines and guidance that will remind teachers to monitor student progress.
- In each of the five areas of foundational reading, skills move from simple to complex cases; this progression helps students come to understand and use the system of correspondences that characterize written English.
- The elements of foundational reading are connected to one another through the materials in a way that makes sense for both teachers and students.

**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 the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

### Metric

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**NN Metric 4B: K-2**

Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.

### How to Find the Evidence

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**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 incorporate:

- High-quality activities for those students who are able to reach mastery of the foundational skills with less practice.
- High-quality activities for students who require multiple practice opportunities.
- Resources for both supported and independent practice of foundational skills.

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

### Evidence

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### Rating

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- Meets
- Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

### Metric

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**NN Metric 4C: K-2**

Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

### How to Find the Evidence

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**What to look for:** Materials that include clear systematic and regular diagnostic assessment materials and protocols.

- Regular diagnostic assessment interval expectations are clear and supported with materials.
- Materials include guidance for instruction and remediation based on regular (at least weekly) diagnostic assessment.
- Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate student skill attainment.

**Where to look:** Examine the Foundational Skills scope and sequence and any ancillary assessment materials.

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

### Metric

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#### NN Metric 4D: K-2

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

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**What to look for:** When reading for foundational skill practice, making meaning from reading is expected and prompted by the materials. Sequential, cumulative instruction and practice opportunities for the full range of foundational skills allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:

- High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.
- Routines and guidance that will remind teachers to monitor student progress.
- Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.
- Foundational skill practice where making meaning from reading is expected.
- Limited introductions to selections (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. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

### Evidence

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### Rating

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Meets

Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

### Metric

---

**NN Metric 4E: Grade 2**

Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.

### How to Find the Evidence

---

**What to look for:** Instructional opportunities that are frequently built into the materials for students to practice their developing reading skills with grade-appropriate texts.

- Regular opportunities to read and reread are build into lessons and materials.
- Prompts to use decoding strategies and context to make meaning and correct as necessary are evident in instructions and routines.

**Where to look:** Conduct a full reading of several lessons and the associated fluency practice tasks.

### Evidence

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### Rating

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- Meets
- Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

Foundational Skills

**Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.**

## Rating for Non-Negotiable 4

---

If all metrics were rated as Meets, then rate Non-Negotiable 4 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 4 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:**

**\*If you have completed all the Non-Negotiables and Alignment Criteria 1-3, skip to Alignment Criterion 4 on Page 40. Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

# 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 and are at the right text complexity for grade level, student, and task.**

## Materials to Assemble

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

## Metrics to Review

- **AC Metric 1A:** In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text.
- **AC Metric 1B:** A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

## 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 3 out of 4 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 47 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: K-2**

In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text.

### How to Find the Evidence

---

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

- Calculate the percentage of literary vs. informational selections listed in the table of contents. (Then, calculate the balance of instructional time spent on literature vs. instructional time spent on informational selections within each unit over each year. For example, if one genre of texts include long selections and the other very short selections, the balance won't be right.)

**Where to look:** Review table of contents for the list of included selections or review a list of selections 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 1B: K-2**

A large majority of texts included in the 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 look for:** Specific selections or text types that match the demands of the Standards in each grade level. Look for materials that include:

- Specific grade-level text characteristics, including but not limited to stories written by the same author, selections with visual or quantitative elements, texts on the same topic, selections with similar characters, selections providing conflicting information, selections with first and second-hand accounts, selections 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 selections/genre types 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

**Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.**

## Points Assigned for Alignment Criterion 1

---

Materials must earn at least 3 out of 4 points to meet Alignment Criterion 1. If materials earn fewer than 3 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 (4 points possible)

Meets

Does Not Meet

**Strengths / Weaknesses:**

**If you skipped ahead to Alignment Criterion 1 from Non-Negotiable 1, go back to Non-Negotiable 2 on Page 9 to begin your review of evidence-based discussion and writing.**

**Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

# Directions for Alignment Criterion 2

Questions, Tasks, and Assignments

**Alignment Criterion 2: Materials 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](http://www.achievethecore.org/page/710/text-dependent-question-resources))
- Language Progressive Skills, by Grade ([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf), page 30 or 56)

## Metrics to Review

- **AC Metric 2A:** High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly, and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).
- **AC Metric 2B:** Questions and tasks in the materials designed for comprehension, whether designed to be read aloud or accessed by students directly, support students in understanding the academic language (vocabulary and syntax) prevalent in texts (including those selected for reading aloud).
- **AC Metric 2C:** Materials support students’ developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied and reflect the types and purposes for writing.

- **AC Metric 2D:** Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.
- **AC Metric 2E:** Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

## 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 47 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

# Alignment Criterion 2

## Questions, Tasks, and Assignments

### Metric

---

#### AC Metric 2A: K-2

High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly, and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).

### How to Find the Evidence

---

**What to look for:** The prevalence of a set of coherent question sequences in materials designed for comprehension that direct students to draw evidence from the text, with particular attention to read aloud texts. Look for materials that include:

- Relatively simple questions requiring attention to specific words, details, events, ideas, and arguments and then move on to explore the impact of those specifics on the text as a whole.
- Questions that move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text.
- Questions that attend to the particular ideas and details that illuminate each text.
- Questions that linger over phrases and sentences key to comprehension.
- Questions that support students' ability to address a culminating task focused on the central idea(s) of the text.
- Questions that focus on significant parts of a text and do not skip over opportunities to deepen understanding (for example, because they don't fit the lesson's identified focus standards).

**Where to look:** Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

### Evidence

---

#### Rating

---

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

# Alignment Criterion 2

## Questions, Tasks, and Assignments

### Metric

---

**AC Metric 2B: K-2**

Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.

### How to Find the Evidence

---

**What to look for:** Questions and tasks designed for comprehension associated with every passage in the sample ask students to address the meaning of academic vocabulary and to unpack complex sentences. Look for materials that include:

- Questions and tasks that guide students to determine the meaning of these words from the context or how they are being used in the text.
- 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.
- Questions and tasks that support students in paying attention to particular sentences, considering how and why they are constructed as they are and figuring out what they mean.

**Where to look:** Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

### Evidence

---

### Rating

---

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

# Alignment Criterion 2

## Questions, Tasks, and Assignments

### Metric

---

**AC Metric 2C: K-2**

Materials support students' developing writing skills over the course of the school year. This includes writing opportunities for students that are prominent and varied and reflect the types and purposes for writing.<sup>1</sup>

### 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.
- Look for materials that 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)

1. 4 For K-1 materials, tasks should offer the chance to document through drawing, or other ways of compiling evidence in a developmentally appropriate way.

# Alignment Criterion 2

## Questions, Tasks, and Assignments

### Metric

---

**AC Metric 2D: K-2**

Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.

### How to Find the Evidence

---

**What to look for:** Materials offer protocols to engage students regularly (even daily) in productive, substantive discussions around grade-level topics and texts. Look for:

- Speaking and listening that is routinely emphasized, supported and integrated into the lessons examined.
- Materials that center on real, substantive discussions that require students to respond directly to the ideas of their peers.
- Materials that develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.
- Materials that through directions and modeling, encourage students to use academic language in their speech.

**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. Use grade level standards materials to make sure the speaking and listening standards match the grade-level being reviewed.

### Evidence

---

### Rating

---

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



# Alignment Criterion 2

## Questions, Tasks, and Assignments

### Metric

---

#### AC Metric 2E: K-2

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

### How to Find the Evidence

---

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

- Materials that include understanding of preceding grade skills.
- Lessons that demonstrate explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context.
- Texts that include elements so teachers can craft grammar instruction (e.g., to teach about the use of commas and pronouns, texts are provided that demonstrate their use).
- Activities and lessons that teach students the craft of writing so they can communicate clearly and powerfully.
- Materials that provide regular opportunities for students to practice their presentation skills in real-world applications, too.

**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. Analyze one in every four sets of questions and tasks completely to get a valid sample size. Investigate several (3-4) of the pages where usage and convention 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 2

Questions, Tasks, and Assignments

**Alignment Criterion 2: Materials 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 7 out of 10 points to meet Alignment Criterion 2. 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:**

**If you skipped ahead to Alignment Criterion 2 from Non-Negotiable 2, go back to Non-Negotiable 3 on Page 13 to begin your review of building knowledge.**

**Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

# Directions for Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

## Alignment Criterion 3: Materials build students' knowledge across topics and content areas.

### Materials to Assemble

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

### Metrics to Review

- **AC Metric 3A:** Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.
- **AC Metric 3B:** Materials require students to engage in many shared, short, and focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.
- **AC Metric 3C:** Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

### 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 47 before proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

# Alignment Criterion 3

## Building Knowledge with Texts, Vocabulary, and Tasks

### Metric

---

**AC Metric 3A: K-2**

Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.

### How to Find the Evidence

---

**What to look for:** The frequency of knowledge-based culminating assignments. Look for:

- At least one culminating task per unit.
- Questions and tasks, including high-quality series of text dependent questions, support students' ability to complete culminating tasks.

**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

## Building Knowledge with Texts, Vocabulary, and Tasks

### Metric

---

**AC Metric 3B: K-2**

Materials require students to engage in many shared, short, and focused research projects annually to develop students' knowledge in a range of areas and 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. Look for materials that include:

- At least one shared research project per unit, as called for in the grade-level standards.
- Instructions that are in fact short and focused—most lasting for no more than a week.
- Shared research projects that take from a couple of days to no more than a week to encourage students to develop expertise in a range of topics.

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

### Evidence

---

### Rating

---

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

# Alignment Criterion 3

## Building Knowledge with Texts, Vocabulary, and Tasks

### Metric

---

**AC Metric 3C: K-2**

Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

### How to Find the Evidence

---

**What to look for:** Directions for teachers about how to engage in regular and systematic vocabulary and syntax instruction. Look for:

- Ample opportunities for students to practice the use of targeted academic vocabulary in their speaking and writing.
- Ample opportunities for students to notice and practice using grade-appropriate academic language, with particular attention to syntax.
- Materials that hold the students responsible for acquiring vocabulary from what they read (as opposed to only being accountable for words they are directly taught).
- Questions and tasks guide students to use academic vocabulary and increasingly sophisticated syntax in speaking and writing about knowledge gained from texts.
- Materials that explore word relationships and how word and clause choice impact the interpretation of evidence.

**Where to look:** Conduct a full reading of several lessons and the associated instructional guidance. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

### Evidence

---

### Rating

---

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

# Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

## Alignment Criterion 3: Materials build students' knowledge across topics and content areas.

### Points Assigned for Alignment Criterion 3

---

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 3. 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 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

# Directions for Alignment Criterion 4

Access to the Standards for All Students

## Alignment Criterion 4: Materials are designed to 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 includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

### Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students’ learning.
- **AC Metric 4B:** Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade level standards.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **AC Metric 4D:** Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- **AC Metric 4E:** Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

### 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 47 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.



# Alignment Criterion 4

Access to the Standards for All Students

## Metric

---

### AC Metric 4A: K-2

Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.

## How to Find the Evidence

---

**What to look for:** Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:

- Sample multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.
- Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?
- Recommended pacing charts, weeks at a glance or 'how to use this...' documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.

**Where to look:** Examine the tasks and instructions in the selection chapters from throughout and across grades.

## Evidence

---

## Rating

---

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

# Alignment Criterion 4

## Access to the Standards for All Students

### Metric

---

**AC Metric 4B: K-2**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is 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 support the varying needs of all students. Look for:

- Foundational reading sections that have frequent (weekly) pauses for diagnostic assessment and clear guidance/adequate materials for students who have not yet mastered a given phonic pattern or any aspect of foundational skills required by the Standards at that grade level.
- Extended practice opportunities that are available for students who need more time and repeated exposures in order to attain that particular skill.
- Extended practice materials that are easy to access and in a mix that allows students to work independently as well as with support.

**Where to look:** Examine the tasks and instructions in the selection chapters from throughout and across grades.

### Evidence

---

### Rating

---

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

# Alignment Criterion 4

Access to the Standards for All Students

## Metric

---

### AC Metric 4C: K-2

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. Look for:

- Extension opportunities are available for students who have attained a given skill.

**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)

# Alignment Criterion 4

Access to the Standards for All Students

## Metric

---

### AC Metric 4D: K-2

Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).

## How to Find the Evidence

---

**What to look for:** Materials that support teachers to plan and present differentiating instructions.

**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)

# Alignment Criterion 4

Access to the Standards for All Students

## Metric

---

### AC Metric 4E: K-2

Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

## How to Find the Evidence

---

**What to look for:** Formative and interim assessments.

**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 4

Access to the Standards for All Students

**Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**

## Points Assigned for Alignment Criterion 4

---

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. 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:**

**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: \_\_\_\_\_

Name of Evaluator(s): \_\_\_\_\_

Publisher: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

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:** High-quality Text  
**Non-Negotiable 2:** Evidence-based Discussion and Writing

- Meets       Meets  
 Does Not Meet       Does Not Meet

**Non-Negotiable 3:** Building Knowledge  
**Non-Negotiable 4:** Foundational Skills

- Meets       Meets  
 Does Not Meet       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 4 possible.  
(Materials must receive at least 3 of 4 points to align.)

- Meets       N/A  
 Does Not Meet

**Alignment Criterion 2:**  
**Questions, Tasks, and Assignments**

Points: \_\_\_\_ of 10 possible.  
(Materials must receive at least 7 of 10 points to align.)

- Meets       N/A  
 Does Not Meet

**Alignment Criterion 3:**  
**Building Knowledge with Texts, Vocabulary, 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 4:**  
**Access to the Standards for All Students**

Points: \_\_\_\_ of 10 possible.  
(Materials must receive at least 7 of 10 points to align.)

- Meets       N/A  
 Does Not Meet

## Overall

**Non-Negotiables Overall**

- Meets  
 Does Not Meet

**Alignment Criteria Overall**

- Meets  
 Does Not Meet

# IMET Evaluation Summary 2 of 2

Title of Submission: \_\_\_\_\_

Name of Evaluator(s): \_\_\_\_\_

Publisher: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

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.