**Toolkit for Evaluating Instructional Materials and Alignment: An Overview**

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| **IMET: Instructional Materials Evaluation Tool** www.achievethecore.org/materialsevaluationtoolkit |
| **Purpose:** For each given subject area and grade band, the Instructional Ma­terials Evaluation Tool (IMET) is used to evaluate a comprehensive textbook or textbook series for alignment to the CCSS in mathe­matics and English language arts/literacy. In addition, the IMET can be used to deepen a shared understanding of the criteria for CCSS-aligned classroom materials. There are four IMET tools, one each for K–8 Mathematics, High School Mathematics\*, K–2 English Language Arts\* and a combined tool for 3–5 English Language Arts/Literacy & 6–12 English Language Arts. |
| * Informing decisions about purchasing a comprehensive textbook or textbook series;
* Evaluating previously purchased materials to identify necessary modifications;
* Building the capacity of educators to better understand what CCSS-aligned textbooks look like; and,
* Informing publishers of the criteria that consumers will use to evaluate RFP responses for a comprehensive textbook or textbook series.
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| **Target Materials:** |
| The IMET is designed to evaluate a comprehensive textbook and/or textbook series (e.g., basal reading series, mathematics series, anthologies, student workbooks, teacher editions and supports) in print and digital format. |
| **Ideas for Use:** |
| The IMET in both mathematics and English language arts/literacy is organized in two sections:1. Section I — **Non-Negotiables**: Materials must fully meet all of the non-negotiables at each grade/course to be aligned to the CCSS and to continue to Section II.2. Section II — **Additional Alignment Criteria** and Indicators of Quality: The criteria in this section are additional alignment requirements that should be met by materials fully aligned with the CCSS. A higher score in this section indicates that instructional materials are more closely aligned to the CCSS than instructional materials that have a lower score.For each non-negotiable in Section I, reviewers should make a determination about whether the materials under review have fully met the criterion based on the metrics provided. For all determinations, reviewers should record a justification to ensure that judgments and determinations are evidence based. Once all the non-negotiables have been met, then (and only then) should reviewers evaluate materials based upon Section II: Additional Alignment Criteria and Indicators of Quality. |

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| **EQuiP Rubric: Educators Evaluating Quality Instructional Products**www.achieve.org/equip |
| **Purpose:**Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working with Achieve to increase the supply of quality instructional materials that are aligned to the CCSS and build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools. The EQuIP Rubrics are a set of quality review tools to evaluate the alignment of lessons, units and modules to the CCSS. There are three EQuIP Rubrics, one each for Mathematics, K–2 English Language Arts/Literacy, and a combined rubric for 3–5 English Language Arts/Literacy and 6–12 English Language Arts. EQuIP builds on a collaborative effort of education leaders from Massachusetts, New York and Rhode Island that Achieve facilitated. |
| * Guiding the development of lessons and units;
* Evaluating existing lessons and units to identify improvements needed to align with the CCSS;
* Building the capacity of teachers to gain a deeper understand­ing of the instructional demands of the CCSS; and,
* • Informing publishers of the criteria that will be applied in the evaluation of proposals and final products.
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| **Target Materials:** |
| The EQuIP Rubrics are designed to evaluate lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days as well as units that include integrated and focused lessons aligned to the CCSS that extend over a period of several weeks. The rubrics are not designed to evaluate a single task or activity or portion of a lesson. The rubrics intentionally do not require a specific template for lesson or unit design. |
| **Ideas for Use:** |
| The EQuIP Rubrics can guide the development of lessons and units as well as examine and evaluate existing lessons and units to identify improvements necessary to align with the CCSS. They can be used by individuals or groups, integrated into formal review panels/processes and professional learning communities, and/or used more informally to guide discussions and decision making.The criteria in the EQuIP Rubrics are separated into four dimensions: Alignment to the Depth of the CCSS, Key Shifts in the CCSS, Instructional Supports, and Assessment. The EQuIP quality review process emphasizes inquiry rather than advocacy; it is intended to yield observations, judgments, discussions and recommendations that are criterion- and evidence-based and designed to provide guidance on how to strengthen the lesson or unit. As such, using the EQuIP rubrics and quality review process leads to concrete sug­gestions for improvement. Dimension 1, Alignment to the Depth of the CCSS, is considered non-negotiable. If materials do not meet many or most of the criteria for Dimension 1 (a rating of 2 or 3) then no further review takes place. In order to be deemed exempla­ry, a lesson or unit must receive high ratings in all four dimensions. |

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|  **AET: Assessment Evaluation Tool** |
| **Purpose:**The Assessment Evaluation Tool (AET) is a review tool to evaluate the alignment of grade or course-level assessment materials for alignment with the CCSS, including interim or benchmark assessments and classroom assessments. In addition, the AET can also be used to deepen a shared understanding of the criteria for CCSS-aligned assessments. There are separate AET tools for K–High School Mathematics and 3–12 English Language Arts/Literacy. |
| * Informing decisions about purchasing assessment materials or item banks designed to address a grade or course;
* Evaluating previously purchased or developed assessment materials and item banks;
* Guiding the development or refinement of individual or sets of assessments in a district or school;
* Building the capacity of educators and content and assessment specialists to better understand what CCSS-aligned assessments look like; and,
* Informing publishers of the criteria that will be applied in the evaluation of proposals and final products.
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| **Target Materials:** |
| The AET is designed to evaluate grade or course-level assessment materials for alignment with the CCSS, including interim or benchmark assessments and classroom assessments. |
| **Ideas for Use:** |
| The AET is organized as follows: 1. *Non-Negotiables:* Materials must fully meet all of the relevant non-negotiables at each grade/course to be aligned to the CCSS. 2. *Indicators of Quality:* The indicators of quality are additional dimensions of alignment. Although the assessments may be aligned without meeting the indicators of quality, assessments that do reflect these indicators are better aligned. In the AET for English language arts/literacy, the indicators are incorporat­ed directly into each metric and in the AET for mathematics the indicators are found in Section II.For each non-negotiable, reviewers should make a determination about whether the materials under review have fully met the criteri­on based on the metrics provided. For all determinations, reviewers should record a justification to ensure that judgments and determi­nations are evidence based. Once all the relevant non-negotiables have been met, then (and only then) should reviewers evaluate materials based upon the Indicators of Quality. |

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|  **Assessment Passage and Item Quality Criteria Checklists** |
| **Purpose:** The Assessment Passage and Item Quality Criteria Checklists are review tools to evaluate the alignment of individual assessment passages, items and tasks and to deepen shared understanding of the criteria for CCSS-aligned assessment items. There are separate checklist tools for Mathematics Items, English Language Arts/Literacy Passages, and English Language Arts/Literacy Items. |
| * Evaluating assessment passages, items and tasks for alignment;
* Guiding the development or refinement of assessment passages, items and tasks;
* Building the capacity of educators and content and assessment specialists to better understand what CCSS-aligned passages, items and tasks look like; and
* Informing publishers and item writers of criteria that will be applied to their passages, items or tasks.
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| **Target Materials:** |
| The Assessment Passage and Item Quality Criteria Checklists are designed to evaluate individual assessment passages, items and tasks. |
| **Ideas for Use:** |
| The criteria for the Assessment Passage and Item Quality Cri­teria Checklists are grouped into ‘gates’. Passages, items and tasks must pass the first gate in order to be considered for an assessment. The subsequent gates include additional criteria that passages, items or tasks items should meet in order to be fully aligned. |