

## Office of Teaching and Learning

# Instructional Materials Evaluation Tool

(IMET) for Alignment in Social Studies Grades K-12 Full Curriculum

### Strong social studies instruction requires that students:

- Coherently build knowledge about social studies content—including important historical facts, civic principles, geographic characteristics, and economic concepts so that they can assess conflicting interpretations and evaluate the evidence for various claims.
- Develop the disciplinary skills and practices key to success in social studies, including the ability to analyze cause and effect relationships, evaluate a source's credibility, and express reasonable claims supported by well-chosen evidence.
- Engage regularly with authentic primary sources and a variety of secondary sources that reflect a range of perspectives and experiences.



#### SET THE CONTEXT

Introduce key terms,  
make connections  
with previous  
learning, provide  
necessary context



#### EXPLORE SOURCES

Read and examine  
sources to build  
content knowledge  
and skills



#### DEVELOP CLAIMS

Evaluate evidence,  
make connections,  
compare and  
contrast sources



#### EXPRESS CLAIMS

Through speaking  
and/or writing,  
express informed  
claims supported with  
evidence

Title: **[Title]**

Grade/Course: **[Grade/Course]**

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: **[Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]**

### **Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
1. Alignment and Sequence (Non-Negotiable)	
2. Disciplinary Skills and Practice (Non-Negotiable)	
3. Quality of Sources (Non-Negotiable)	
4. Scaffolding and Support	
5. Usability	
6. Assessment	

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-Negotiable Criteria**.

- Review the **required**<sup>1</sup> Indicators of Superior Quality for each **Non-Negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-Negotiable** criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-Negotiable** criterion.
- Materials must meet **Non-Negotiable** Criteria 1 for the review to continue to **Non-Negotiable** Criteria 2 and 3. Materials must meet all of the **Non-Negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-Negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-Negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

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<sup>1</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded light orange. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. Materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II.			
<b>Non-Negotiable 1. ALIGNMENT AND SEQUENCE:</b>  Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a> .  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 1a)</b> Materials incorporate a <b>large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b> .		
	<b>Required 1b)</b> Materials present a clear path for teachers to address content in a <b>coherent and chronological</b> manner.		
	<b>Required 1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside</b> of the course, grade, or grade-band.		
<b>Non-Negotiable 2. DISCIPLINARY SKILLS AND PRACTICES:</b>  Materials provide opportunities for students to build knowledge and disciplinary literacy <sup>2</sup> through	<b>Required 2a)</b> Materials are structured around <b>engaging questions and big ideas</b> relevant to the grade-level/course's academic content.		
	<b>Required 2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are		

<sup>2</sup> Shanaha, T., & Shanahan, C. (2012) What is disciplinary literacy and why does it matter? Topics in Language Disorders, 32 (1) 7-18

Note\* Disciplinary literacy refers to the skills that are needed to understand, create and communicate academic knowledge in the four core disciplines of social studies - history, civics, economics and geography.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	explicit and embedded in the Louisiana Student Standards for Social Studies.		
	<b>Required</b> <b>2c)</b> Materials provide regular and varied opportunities for students to engage in <b>disciplinary writing</b> that emphasizes the use of accurate information from social studies knowledge, relevant evidence from sources, and strong reasoning to support and develop claims or arguments.		
	<b>Required</b> <b>2d)</b> Materials promote an emphasis on building <b>content-specific and academic vocabulary</b> in social studies.		
	<b>2e)</b> Materials provide <b>frequent opportunities for evidence-based student discourse</b> and meaningful classroom discussions.		
<p><b>Non-Negotiable</b>  <b>3. QUALITY OF SOURCES:</b></p> <p>The sources students engage with are authentic and meaningful and in line with the kinds of knowledge and skills required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<b>Required</b> <b>3a)</b> Materials provide many opportunities for students to build and deepen knowledge through a <b>coherent selection of strategically-sequenced, high-quality sources</b> , including written texts that are appropriately <u>complex</u> .		
	<b>Required</b> <b>3b)</b> When applicable, available, and appropriate, <b>sources are representative of multiple viewpoints or accounts</b> on the issue, event, or topic being examined.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required</b> <b>3c)</b> Primary, secondary, and tertiary sources present the <b>achievements, contributions, strengths, skills, and knowledge</b> of a wide range of <b>individuals and groups</b> referenced in the Louisiana Student Standards for Social Studies.		
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
<b>4. SCAFFOLDING AND SUPPORT:</b>  Materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts using multiple instructional approaches and strategies.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>4a)</b> Materials <b>provide appropriate scaffolding</b> that allows <b>all students</b> to productively engage with content.		
	<b>Required</b> <b>4b)</b> <b>Teacher support materials</b> include support for building social studies content knowledge and explanations of the instructional approaches that are used.		
<b>5. USABILITY:</b>  Materials are easily accessible, and are viable for	<b>Required</b> <b>5a)</b> The total amount of content is <b>viable for a school year</b> and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
implementation given the length of a school year.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5b)</b> Materials provide <b>support for communicating with parents, community members, and other stakeholders</b> about how they can support student learning.		
	<b>5c)</b> Student and teacher materials are <b>easy to use and well organized</b> .		
<b>6. ASSESSMENT:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit evidence of the degree to which students can independently demonstrate the assessed standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a)</b> Materials encompass a <b>balanced system of assessments</b> that includes a variety of formative, performance, and traditional summative assessments.		
	<b>Required</b> <b>6b)</b> Assessments are <b>high quality</b> , with questions that are <b>standards-aligned, represent a range of disciplinary thinking</b> , and require students to use their <b>content knowledge, skills, practices</b> , and/or provided <b>sources</b> .		
	<b>Required</b> <b>6c)</b> Materials provide <b>guidance and support</b> to help teachers <b>collect and interpret data</b> about student progress toward the standards in order to <b>monitor and systematically adjust teaching and learning</b> .		
<b>FINAL EVALUATION</b> <b>Tier 1 ratings</b> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for all of the Additional Criteria of Superior Quality. <b>Tier 2 ratings</b> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <b>Tier 3 ratings</b> receive a “No” for at least one of the Non-Negotiable Criteria.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b>	1. Alignment and Sequence		
	2. Disciplinary Skills and Practices		
	3. Quality of Sources		
<b>II: Additional Criteria of Superior Quality<sup>4</sup></b>	4. Scaffolding and Support		
	5. Usability		
	6. Assessment		
FINAL DECISION FOR THIS MATERIAL: <b><u>[Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]</u></b>			

<sup>3</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>4</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.