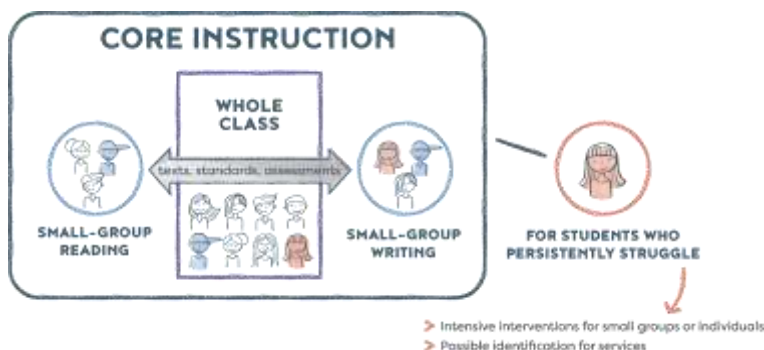


## Office of Teaching and Learning

# Instructional Materials Evaluation Tool (IMET) for Alignment in ELA Grades K-12 Full Curriculum

The goal of English language arts (ELA) is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to read and write about a range of texts<sup>2</sup> independently.



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. Quality of Texts (Non-Negotiable)	
2. Text-Dependent Questions (Non-Negotiable)	
3. Coherence of Tasks (Non-Negotiable)	
4. Foundational Skills (Non-Negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.

## Section I: Non-Negotiable Criteria

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

- Review the **Required<sup>3</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 Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II and all of the Non-Negotiable Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any Non-Negotiable criterion, a rating of Tier 3 is assigned, and the review does not continue.

## Section II: Additional Criteria of Superior Quality

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 **Additional 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.
- If materials receive a “No” for any Additional Criteria, a rating of Tier 2 is assigned.

**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>3</sup> Required Indicators of Superior Quality are labeled “Required” and shaded orange.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: K-12 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. For grades K-5, materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section II and all of the Non-Negotiable Criteria 1-4 for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 for the review to continue to Section III.			
<b>Non-Negotiable</b> <b>1. QUALITY OF TEXTS:</b>  Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) promote accurate and fluent independent reading of grade-level texts and (2) build knowledge of substantive topics through a set of related texts. The quality of texts is high — they support multiple readings for various purposes and exhibit exceptional craft and thought, and/or provide useful information. Materials present a progression of complex texts as stated by Reading	<b>Required</b> <b>1a)</b> Materials provide complex texts that are <b>grade-level appropriate</b> according to the requirements outlined in the standards and address substantive topics. <ul style="list-style-type: none"> <li>• <b>A text analysis</b> that includes <b>complexity information</b> is provided. Measures for determining complexity include <b>quantitative</b><sup>4</sup> and <b>qualitative</b><sup>5</sup> analyses, as well as reader and task considerations. Poetry, graphic novels, picture books, and dramas are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> opportunities allow students to interact with complex texts through teacher scaffolding to build vocabulary and background knowledge.</li> </ul>		
	<b>Required</b> <b>1b)</b> The majority of provided <b>texts</b> , including <b>read-alouds in K-2</b> , are of <b>publishable quality</b> , crafted for non-instructional purposes, and offer rich opportunities for students to meet		

<sup>4</sup> Lexile Level

<sup>5</sup> Aspects of the text that will likely pose the most challenge for students; See Text Complexity: Qualitative Measures Rubric for [literary texts](#) and [informational texts](#) for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Standard 10.  <i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i>  <input type="checkbox"/> Yes <input type="checkbox"/> No	and apply knowledge and skills related to the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.		
	<b>Required</b> <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that consistently build vocabulary and knowledge about substantive topics and universal themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study. In <b>grades K-2</b> , the inclusion of read-aloud texts, in addition to what students can read independently, ensures that all students can build knowledge about the world through engagement with rich, complex texts.		
	<b>Required</b> <b>1d)</b> Within a set of related, complex texts, students <b>have multiple, close reading opportunities to deeply analyze substantive topics with purposeful repeated readings</b> throughout the unit of study to support knowledge building.		
<b>Non-Negotiable</b> <b>2. TEXT-DEPENDENT QUESTIONS:</b>	<b>Required</b> <b>2a)</b> A <b>large majority of questions require students to refer to specific details in texts(s)</b> , supporting students in analyzing substantive topics and authors' craft; student ideas are		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards and in alignment with the vertical progression of the standards.</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	expressed through both written and spoken responses.		
	<b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time.		
<p><b>Non-Negotiable 3. COHERENCE OF TASKS:</b></p> <p>Materials include meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex grade-level texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking, and listening, and include</p>	<b>Required 3a)</b> Coherent <b>sequences of tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of substantive topics, themes, and ideas presented in the texts. Skills are not practiced in isolation, either within or outside complex texts.		
	<b>Required 3b)</b> Tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, complex grade-level texts.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3c)</b> Tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts while focusing on <b>advancing depth of word knowledge</b>.</p> <ul style="list-style-type: none"> <li>• Tasks emphasize <b>word meaning</b> and <b>relationships</b> among words (e.g., concept- and thematically related words, word families) rather than isolated vocabulary practice.</li> <li>• Tasks focus on engaging students with <b>multiple exposures to words</b> in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> <li>• Tasks engage students with multiple opportunities to <b>interact with text-specific words</b> in varied contexts (e.g., related texts, prompts, discussion questions).</li> </ul>		
<b>SECTION II. K-5 NON-NEGOTIABLE FOUNDATIONAL SKILLS INDICATORS (GRADES K-5 ONLY)</b>			
<p><b>Non-Negotiable</b></p> <p><b>4. CRITERION 4. FOUNDATIONAL SKILLS*:</b></p> <p>Materials provide systematic, explicit, and sequential instruction aligned with the Science of</p>	<p><b>Required</b></p> <p><b>*Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. Lessons spend</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Reading<sup>6</sup>, integrating listening, speaking, reading, and writing. Instruction addresses the essential components of language, including phonology, orthography, morphology, syntax, semantics, and discourse, to support structured literacy practices.<sup>7</sup> Materials provide both instructional and diagnostic support in concepts of print, phonological awareness, phonics (decoding and encoding), vocabulary development, syntax, and fluency, sequenced in a logical and cumulative progression. The foundational skills instruction is designed to ensure all students develop</p>	sufficient time <sup>10</sup> on foundational skills instruction.		
	<b>Required *Indicator for grades K-2 only</b> <b>4b)</b> Materials provide explicit instruction and practice for the <b>concepts of print</b> , progressing from simple to complex as grade-appropriate and as required by the grade-level standards (RF.1). Concepts include demonstrating the understanding of the organization and basic features of print in Grades K-1 and printing letters, words, and sentences legibly utilizing accurate conventions of print in Grade 2.		
	<b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).		
	<b>Required *Indicator for grades K-5 only</b> <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction that directs students'		

<sup>6</sup> The **Science of Reading** is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. For studies to be considered “scientifically-based research,” they must be experimental/quasi-experimental, have detailed description of study methods to allow for replication or refinement of findings, and be published in a peer-reviewed journal.

<sup>7</sup> **Structured literacy** is an approach to reading instruction that explicitly teaches systematic word-identification and decoding strategies. It is informed by the Science of Reading. Structured literacy is most effective when instruction in the six elements (phonology, sound-symbol association, syllables, morphology, syntax, and semantics) is integrated appropriately to emphasize their relationship in our language system." - National Center on Improving Literacy: <https://www.improvingliteracy.org/resource/features-of-structured-literacy-instruction>

<sup>10</sup> Louisiana's [Tiered Pathways for Literacy Support](#) outlines a 60 minute time block for foundational skills instruction for Grades K-2.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>proficient reading abilities and the capacity to comprehend and analyze texts across content areas and disciplines. Materials and assessment opportunities do not require or encourage three-cueing<sup>8</sup>, MSV<sup>9</sup> cues, or visual memory for word recognition.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p>attention to the structure of the word while emphasizing decoding.</p> <ul style="list-style-type: none"> <li>• <b>In grades K-2</b>, instruction progresses from simple to more complex sound-spelling patterns and word analysis skills, with repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</li> <li>• <b>In grades 3-5</b>, instruction includes <b>Advanced Word Study</b> instruction that progresses from letter-sound correspondences to complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).</li> </ul>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Materials provide frequent opportunities that allow students to achieve reading <b>fluency</b> in oral and silent reading.</p> <ul style="list-style-type: none"> <li>• <b>In grades K-2</b>, resources and/or texts provide ample <b>practice</b> of foundational reading skills using phonetically controlled texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within the materials (e.g., decodable readers), which include phonics</li> </ul>		

<sup>8</sup> **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

<sup>9</sup> **MSV**: Meaning, Structure, and Visual cues



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>patterns and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• <b>In grades 3-5</b>, resources and/or texts provide ample opportunities to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, at a rate appropriate to the text, and with expression.</li> </ul> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors, directing students to reread purposefully to acquire accurate meaning. Monitoring allows students to receive regular feedback on their oral reading fluency, focusing on appropriate <b>accuracy, automaticity, prosody, and reading for meaning.</b></p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f) Materials provide instruction and practice in word analysis.</b></p> <ul style="list-style-type: none"> <li>• <b>In grades K-2</b>, materials provide instruction and practice in word analysis, including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound-symbol relationships of English. (<b>Note:</b> <i>Instruction and practice with roots,</i></li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><i>prefixes, and suffixes is applicable for Grade 1 and higher.)</i></p> <ul style="list-style-type: none"> <li>• <b>In grades 3-5</b>, materials provide instruction and practice in word analysis, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Materials provide opportunities for teachers to <b>assess students' mastery of foundational skills</b> through both formative and summative assessments. Materials provide opportunities for teachers to administer <b>progress monitoring</b> that targets skills as they are introduced to the culminating unit/module assessment, allowing teachers the opportunity to respond to the needs of individual students at various intervals over the course of the unit/module.</p>		
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4h)</b> Foundational Skills materials and teacher resources are <b>varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>		
	<p><b>Not Required * Indicator for grades 2-5 only</b>  <b>4i)</b> Materials include cursive writing instruction in grades 2-3 and cursive writing practice in</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	grades 4-5 in alignment with Reading Foundational Skills Standard 1.		
SECTION III: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
<b>5. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the standards (e.g., RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literary and informational texts.</b> A balance exists within units of study as well as across the entire grade level. <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structures (e.g., speeches, biographies, essays) of informational texts are also included.</li> </ul>		
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety of formats</b> (e.g., a range of film, art, music, and/or charts) and lengths (e.g., short stories, poetry, and/or novels).		
	<b>Not Required</b> <b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests. Independent reading builds reading stamina, confidence, motivation, and enjoyment, and develops knowledge of classroom concepts or topics.		
<b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND</b>	<b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>LANGUAGE:</b> The majority of tasks are text-dependent or text-specific to reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.  <input type="checkbox"/> Yes <input type="checkbox"/> No	measured by Criteria 1 and 2; those opportunities are prominent, <b>varied in length and time demands</b> (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to respond effectively, as determined by the grade-level standards. <sup>11</sup>		
	<b>Required 6b)</b> The majority of <b>oral and written tasks</b> require students to <b>demonstrate the knowledge</b> they built through the <b>analysis and synthesis of texts</b> , and <b>present well-defended claims and clear information</b> , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	<b>Required 6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> <li>In <b>grades 3-12</b>, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<b>Required</b>		

<sup>11</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.		
<b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>7a)</b> Materials offer multiple, frequent, and varied formative and summative <b>high-quality, standards-aligned assessment opportunities</b> that measure student progress toward achieving the full expectation outlined by grade-level standards. Assessments include opportunities for students to express their understanding by constructing responses, providing explanations and reasons, through a combination of writing, speaking, and listening in grade/course-appropriate ways.		
	<b>Required</b> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit through a combination of speaking, listening, reading, and writing.		
	<b>Required</b> <b>7c)</b> Materials <b>assess student proficiency</b> using methods that are <b>unbiased</b> and <b>accessible</b> to all students, utilizing aligned rubrics or		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	assessment guidelines (such as student exemplars) that provide sufficient <b>guidance for interpreting student performance</b> .		
	<b>Not Required</b> <b>7d)</b> Each unit includes at least one <b>student exemplar for the end-of-unit assessment</b> that demonstrates proficiency of grade-level/course expectations addressed over the course of the unit.		
<b>8. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. Materials are well organized and provide teacher guidance for effective implementation.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> As needed, <b>pre-reading activities</b> and suggested approaches to teacher <b>scaffolding</b> focus on making the text accessible so all <b>students can understand</b> the text (i.e., providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of the time devoted to any reading instruction.		
	<b>Required</b> <b>8b)</b> Materials include <b>additional supports for comprehension</b> that regularly direct teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		
	<b>Required</b> <b>8c)</b> Lessons utilize gradual release of responsibility where students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, complex grade-level texts.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required 8d)</b> Materials provide <b>additional supports</b> for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).		
	<b>Required 8e)</b> Materials provide support for diverse learners, including English Learners and students with disabilities. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerated learning approach. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards, and enable regular progress monitoring.		
	<b>Required 8f)</b> Materials are <b>well organized</b> and easy for students and teachers to use, and contain sufficient <b>supports for effective</b>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>implementation.</b> Teacher editions are comprehensive and easy to navigate, with clear connections between resources and provide guidance about the amount of time a task might reasonably take. The <b>pacing of content</b> allows for maximum student understanding and can be <b>reasonably</b> completed within a regular school year.		
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I-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>12</sup></b>	1. Quality of Texts (Non-Negotiable)		
	2. Text-Dependent Questions (Non-Negotiable)		
	3. Coherence of Tasks (Non-Negotiable)		
	4. Foundational Skills (Non-Negotiable)		
<b>II: Additional Alignment Criteria and Indicators of Superior Quality<sup>13</sup></b>	5. Range and Volume of Texts		
	6. Writing to Sources, Speaking and Listening, and Language		
	7. Assessments		

<sup>12</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>13</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Scaffolding and Support		
FINAL DECISION FOR THIS MATERIAL: <u>[Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]</u>			