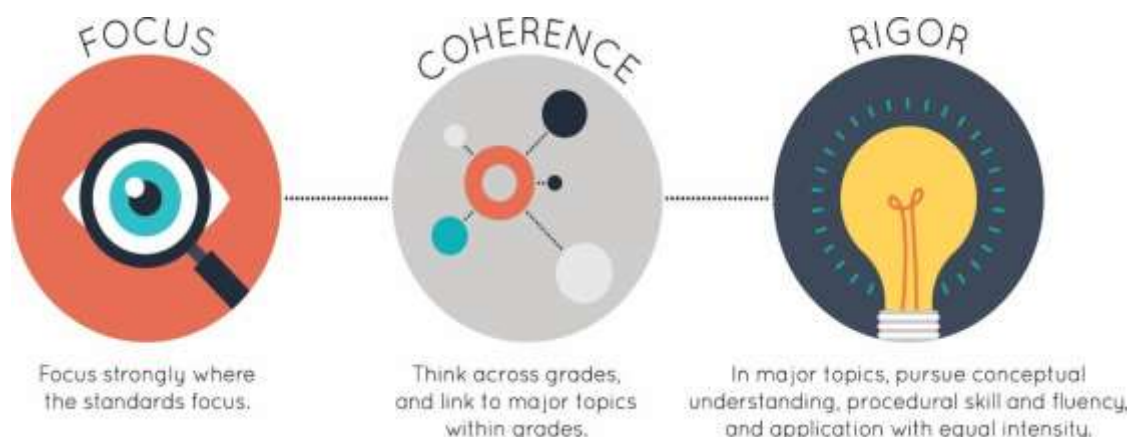


Office of Teaching and Learning

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

Strong mathematics instruction contains the following elements:



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. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus and Coherence via Practice Standards (Non-Negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Quality of Assessments	
7. Additional Indicators of Quality	

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 **Required¹ 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 and 2 for the review to continue to Non-Negotiable Criteria 3 and 4. Materials must meet all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.
- If materials receive a “No” for any Non-Negotiable Criteria, 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.

¹ **Required Indicators of Superior Quality** are labeled “Required” and shaded 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
SECTION I: K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criteria 3 and 4. Materials must meet all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.			
Non-Negotiable 1. FOCUS ON MAJOR WORK: Students and teachers using the materials as designed devote the large majority of time to the major work of the grade/course. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 1a) Materials devote the majority of class time to the major work of each grade/course, providing students the opportunity to reach the full depth of the major standards.		
	Required 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course during core math class instruction. Content beyond grade/course-level is clearly labeled as optional.		
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT: Each course's instructional materials are coherent and consistent with the content in the Louisiana Student Standards for Mathematics (LSSM).	Required 2a) Materials first develop major work of the grade and then connect supporting content to major content in meaningful ways so that major work is reinforced, enhancing focus and coherence throughout the year.		
	Required 2b) Materials provide students with problems and activities that serve to connect two or more clusters in a domain , or two or more domains in a grade/course , in cases where these connections are natural and important, supporting students in building a more		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	complete and connected understanding of the grade/course-level content.		
	Required (not applicable to Grade K)² 2c) Materials connect prerequisite learning within the context of new learning that allows teachers to build and support connections between the relevant prerequisite standards and grade/course-level work in support of students' access to content (connections are explicit from the student perspective).		
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the LSSM and help students meet the standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 3a) Attention to Conceptual Understanding: Across the majority of the materials, students have regular opportunities to actively and incrementally make sense of mathematical ideas and construct meaning for the various reasons and contexts in which mathematical ideas are useful to develop conceptual understanding of key mathematical concepts, as called for explicitly by the standards. Conceptual understanding is attended to throughout the learning sequence and within both teacher- and student-facing materials featuring high-quality conceptual problems and discussion questions.		
	Required 3b) Attention to Procedural Skill and Fluency: In line with the demand of the standards, the materials are designed so that students attain		

² There are no prerequisite standards for kindergarten in Louisiana. The Louisiana Student Standards for Mathematics begin with standards for kindergarten.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>the procedural skills and fluencies of the grade/course-level in service of developing their ability to solve more complex tasks. Materials attend to individual standards that set an expectation of procedural skill and fluency throughout the year. Materials provide students with the opportunity to develop the procedural skills and fluencies required by the standards that allow for meaningful application rather than isolated practice. In Grades K-8, materials provide students the opportunity to attain the required fluencies of the grade level over the course of the materials.</p>		
	<p>Required 3c) Attention to Applications: Materials are designed so that across the majority of the course, students have relevant and meaningful opportunities to apply and experience applications of mathematics. This is achieved through consistent and varied work with engaging real-world applications, including problems that build students' proficiency with selecting and applying an efficient method to find a solution and determining whether the solution makes sense. The problems attend thoroughly to those places in the content standards in which expectations for multi-step and real-world problems are explicit.</p>		
	<p>Required 3d) Balance: Across the majority of the materials, the three aspects of rigor are not</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	always treated together and are not always treated separately. There is a balance of the three aspects of rigor that reflects the explicit grade/course-level expectations of the standards.		
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the LSSM. Materials address the practice standards in a way that enriches and strengthens the focus of the content standards instead of detracting from them. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems. Students actively engage with the practice standards by developing, practicing, and applying the practices to strengthen their understanding of the content.		
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (Math Practice 3). Materials engage students in problem-solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		
	Required 4c) Materials explicitly attend to the specialized language of mathematics and support student development and use of accurate mathematical language when		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	engaging in productive mathematical discourse . Materials provide instructional routines to guide mathematical discourse and promote student ownership that transfers to students' written responses, justifications, and reasoning, incorporating accurate mathematical language.		
	4d) Teacher-directed materials explain the role of the practice standards in the classroom and in students' mathematical development. Teacher implementation guidance notes when and how the students should utilize the practice standards while building students' ability in finding opportunities to apply the practices in other areas not explicitly referenced in support of their mathematical development.		
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF SUPERIOR QUALITY			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics across domains and clusters and across grades/courses by staying consistent with the progressions in the LSSM.	Required 5a) Materials provide all students extensive work with grade/course-level problems by providing consistent opportunities for students to engage with various types of problems with multiple problem structures and diverse representations of student understanding and solutions.		
	Required 5b) Materials require students to produce a variety of grade/course-appropriate responses and solutions , such as arguments,		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	explanations, diagrams, and mathematical models.		
	Required 5c) Materials provide support for diverse learners , including English Learners and students with disabilities. Appropriate suggestions and materials are provided for supporting varying student needs 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). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards, and enable regular progress monitoring.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the	Required 6a) Multiple, frequent, and varied formative and summative assessment opportunities are embedded into materials and measure student progress toward achieving the full expectation of standards. These assessment opportunities reflect the balance of the standards as presented in the materials. Guidance is		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>degree to which students can independently demonstrate the assessed grade/course-specific LSSM.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	provided so that teachers can use assessments to inform the next instructional steps .		
	Required 6b) Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real-world contexts. Assessment items require students to produce solutions as well as construct arguments, explanations, and models in grade/course-appropriate ways.		
	Required 6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting a wide range of student performance and emerging conceptions and targeted support to engage in core instruction.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished	Required 7a) The total amount of content is viable for a school year , and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
	Required 7b) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Navigation in both teacher and student materials provides a streamlined and productive learning experience, maximizing time spent on teacher instruction and student development of mathematical content.</p>		
	<p>Required 7c) Materials provide small-scale formative assessment items designed for timely identification of individual students' unfinished learning with the prerequisite math knowledge and skills that are most directly connected to successful engagement with the upcoming grade/course-level mathematics lessons. The frequency and quality of assessments are designed to ensure teachers have appropriate tools to plan for addressing unfinished prerequisite learning at a minimum every 15-20 instructional days.</p>		
	<p>Required 7d) Materials provide targeted, aligned, and actionable prerequisite work from the appropriate prior grade-level standards to accelerate student learning to immediately upcoming grade/course-level standards (e.g., targeted mini lessons, tutoring sessions).</p>		
	<p>Required</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials provide guidance to help teachers regularly identify and flexibly group students who need prerequisite work to engage successfully in the current core instruction (e.g., a given module, topic, or lesson set) and on-grade/course-level work, and when to administer these supports.		
FINAL EVALUATION 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.			
Compile the results for Sections I-II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Focus on Major Work		
	2. Consistent, Coherent Content		
	3. Rigor and Balance		
	4. Focus and Coherence via Practice Standards		
II: Additional Alignment Criteria and Indicators of Superior Quality⁴	5. Alignment Criteria for Standards for Mathematical Content		
	6. Quality of Assessments		
	7. Additional Indicators of Quality		
FINAL DECISION FOR THIS MATERIAL: [Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]			

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

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