

Instructional Materials Evaluation Tool (IMET)

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.

The IMET should be used for:

- 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.

a) *Where to find online:*

To view and download the IMET, please visit:
www.achievethecore.org/materialsevaluationtoolkit

b) *Who uses:*

The IMET is designed for use by educators and administrators responsible for developing, purchasing and/or evaluating a comprehensive textbook and/or textbook series. This can include content specialists, adoption committees and administrators at the school, district or state level.

c) *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.

d) *How to 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.

*IMET for High School Mathematics and K-2 English Language Arts/Literacy to be completed in August 2013.