



# How to Provide Professional Development to School and District Staff Reviewing Instructional Materials

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# To Start Off:

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Please reflect on what you will be able to observe (see, hear) when you have successfully implemented Common Core State Standards in your schools and districts.

- ✓ Teacher Practices?
- ✓ Student Work?
- ✓ Instructional Materials?

# Tools for Evaluation of Alignment - History

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1. Common Core State Standards
2. Publishers' Criteria for ELA/Literacy
  - Publishers' Criteria for ELA/Literacy K-2
  - Publishers' Criteria for ELA/Literacy 3-12
  - Publishers' Criteria for Mathematics K-8
  - Publishers' Criteria for Mathematics K-HS
3. Tri-State Rubric →EQulP Rubric
4. Instructional Materials Evaluation Tool (IMET)

# Publishers' Criteria: Possible Uses

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## Use Cases

## What States, Districts and Teachers Can Do

Informing purchases and adoptions

Ensure that instructional resource purchasing criteria and decisions are aligned to the Standards.

Working with previously purchased materials

Use the Publishers' Criteria to review existing materials and adjust to improve alignment (remove or supplement).

Reviewing teacher-developed materials and guiding their development

Use the Publishers' Criteria to support teachers in developing materials and ensure that teacher-developed resources are aligned.

As a tool for professional development

Share the Publishers' Criteria with teachers and use it to support teacher understanding of the standards.

# What is the Toolkit? An Overview

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## *Purpose:*

- To catalyze the impact that the CCSS can have on student achievement by building and applying a common vision of CCSS aligned, high quality instructional and assessment materials

## *What it is:*

- Collaboration between Achieve, CCSSO and Student Achievement Partners
- A resource that brings together a set of interrelated, freely available tools for evaluating instructional and assessment materials for alignment to CCSS
- Support for the evaluation of comprehensive textbook or textbook series, units, lessons, grade or course-level assessments, item banks, and individual assessment items and can be applied to both print and digital materials

# Key Design Features

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- The Publishers' Criteria were developed from the perspective that **publishers and purchasers** are equally responsible for ensuring high quality instructional materials.
- *They do not define, endorse or prescribe curriculum; those decisions are, and should be, local within each state or district.*
- All tools provided **directly support the expectations of the CCSS** and are derived from or closely aligned with the guidelines provided in the Publishers' Criteria for mathematics and English language arts/literacy
- Included tools **do not address all factors** that may be important in determining whether instructional materials and assessments are appropriate in a given local or state context but instead aim to clearly articulate the criteria for *alignment* to the CCSS

# Instructional and Assessment Materials

## TOOLKIT for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards

March 2014

- Instructional Materials Evaluation Tool (IMET) ..... III-1
- EQUIP Quality Review Rubric ..... III-40
- EQUIP Student Work Protocol ..... III-46
- Assessment Evaluation Tool (AET) ..... III-58
- Assessment Passage and Item Quality Criteria Checklist ..... III-71
- Additional Resources for Evaluating Alignment of Instructional Materials ..... IV-1
- Appendix: Publisher's Criteria for the Common Core State Standards ..... V-1

STUDENT  
ACHIEVEMENT  
PARTNERS



# Types of Tools in the Toolkit

Type of Tool	Used for Evaluating
Instructional Materials Evaluation Tool (IMET)	Comprehensive mathematics and English language arts or reading curricula in print and digital format.
EQuIP Rubric for Lessons and Units	Lesson plans and units of instruction in mathematics and English language arts/literacy. <b>NEW: Equip Student Work Protocols</b>
Assessment Evaluation Tool (AET)	Assessments or sets of assessments and item banks for mathematics and English language arts/literacy, including interim/benchmark assessments, and classroom assessments designed to address a grade or course.
Assessment Passage and Item Quality Criteria Checklist	Assessment passages and assessment items or tasks.

# An Important Distinction

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- Non-negotiable criteria
- Alignment criteria and indicators of quality

# Evaluators must be well versed in the Shifts

## ELA/Literacy

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich nonfiction

## Mathematics

1. Focus strongly where the Standards focus
2. Coherence: Think across grades, and link to major topics within grades
3. Rigor: In major topics, pursue with equal intensity: conceptual understanding, procedural skill and fluency, and application

# Mathematics

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## Non-negotiable criteria in the Instructional Materials Evaluation Tool (IMET)

- Non-Negotiable 1: Focus on major work
- Non-Negotiable 2: Focus in K–8
- Non-Negotiable 3: Rigor and Balance
- Non-Negotiable 4: Practice-Content Connections

## Y/N Criteria

All of these criteria must be met for the materials to be aligned to the CCSS.

# Non-Negotiable 1: Focus on major work

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The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K-2 nearer the upper end of that range.

Notes:

Cluster level designation

[Focus by Grade Level](#)

[Math Focus Activity](#)

PD Module: [Deep Dive Into the Math Shifts](#)

## Non-Negotiable 2: Focus in K-8

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There is a difference between introducing/exploring additional topics and separately assessing them.

Probability	7
Statistical distributions	6
Similarity, congruence, geometric transformations	8
Symmetry	4

# Non-Negotiable 3: Rigor and Balance

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- Attention to Conceptual Understanding
- Attention to Procedural Skill and Fluency
- Attention to Applications
- Balance – *not always treated together, not always treated separately*

*What does **true** mean?*

[Marilyn Burns video collection for conceptual understanding](#)

[Mini Assessment Understanding Place Value within 1 000](#)

A lot of sample activities – Search Rigor (or one of the aspects)

# Conceptual Understanding

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- Teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives.
- Students are able to see math as more than a set of mnemonics or discrete procedures.
- Instructional and assessment tasks must provide access to concepts from a number of perspectives to show deep understanding.
- Conceptual understanding supports the other aspects of rigor (fluency and application).

# Procedural Skill and Fluency

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- The standards require speed and accuracy in calculation, and fluency is explicitly called for in certain standards.
- Assessing the full range of the standards means assessing fluency where it is called for in the standards.
- Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts
- Some of these fluency expectations are meant to be mental and others with pencil and paper. But for each of them, there should be no hesitation in getting the answer with accuracy.

# Application

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- Problems use appropriate concepts and procedures for application even when not prompted to do so.
- Problems provide opportunities at all grade levels for students to apply math concepts to real world and mathematical problems, recognizing this means different things in K-5, 6-8, and HS.
- Problems in content areas outside of math, particularly science, ensure that students are using grade-level-appropriate math to make meaning of and access science content.

# Non-Negotiable 4: Practice-Content Connections

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- Connect content to practice
- Developer provides description/analysis to show meaningful connection

*Another True-False indicator*

# Mathematics – Additional Alignment Criteria and Indicators of Quality

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- Alignment Criteria for Standards for Mathematical Content  
*Ex. Materials are consistent with the progressions in the Standards*
- Alignment Criteria for Standards for Mathematical Practice  
*Ex. Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.*
- Indicators of Quality  
*Ex. The visual design isn't distracting or chaotic, but supports students in engaging thoughtfully with the subject.*

Score 2, 1, 0

# ELA/Literacy – Non Negotiable Criteria

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## I. Text Selection

- Non-Negotiable 1: Complexity of Texts
- Non-Negotiable 2: Range of Texts
- Non-Negotiable 3: Quality of Texts

## II. Questions and Tasks

- Non-Negotiable 4: Text-Dependent and Text-Specific Questions
- Non-Negotiable 5: Scaffolding and Supports

## III. Foundational Skills (Grades 3-5)

- Non-Negotiable 6: Foundational Skills

## IV. Writing to Sources and Research

- Non-Negotiable 7: Writing to Sources

## V. Speaking and Listening

- Non-Negotiable 8: Speaking and Listening

## VI. Language

- Non-Negotiable 9: Language

# ELA/Literacy – Non-Negotiables

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## Text Selection

- Non-Negotiable 1: Complexity of Texts
- Non-Negotiable 2: Range of Texts
- Non-Negotiable 3: Quality of Texts
  - Evidence for complexity analysis (quantitative **and** qualitative)
  - Range - build knowledge, anchor texts, opportunity
  - Worth reading

[Text Complexity Collection](#)

[Appendix A](#)

[Why Text Complexity Matters \(PDF\)](#)

# SCASS Rubric

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><input type="radio"/> <b>Text Features:</b> If used, are essential in understanding content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><input type="radio"/> <b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><input type="radio"/> <b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><input type="radio"/> <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
LANGUAGE FEATURES	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
PURPOSE	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Relies on</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Relies on</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Relies on</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Relies on</li> </ul>

# ELA/Literacy – Non-Negotiables

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## Questions and Tasks

- Non-Negotiable 4: Text-Dependent and Text-Specific Questions
- Non-Negotiable 5: Scaffolding and Supports
  - 80% high quality, text-dependent and text-specific
  - Focused pre-reading, begin with the text
  - Strategies as distinct from comprehension
  - Support for academic language
  - Progress includes gradual release of scaffolds and increase in independence

[Text Dependent Question Resources](#)

[PD Module: Understanding TDQ](#)

# ELA/Literacy – Non-Negotiables

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## Foundational Skills (Grades 3-5)

- Non-Negotiable 6: Foundational Skills

## Writing to Sources and Research

- Non-Negotiable 7: Writing to Sources

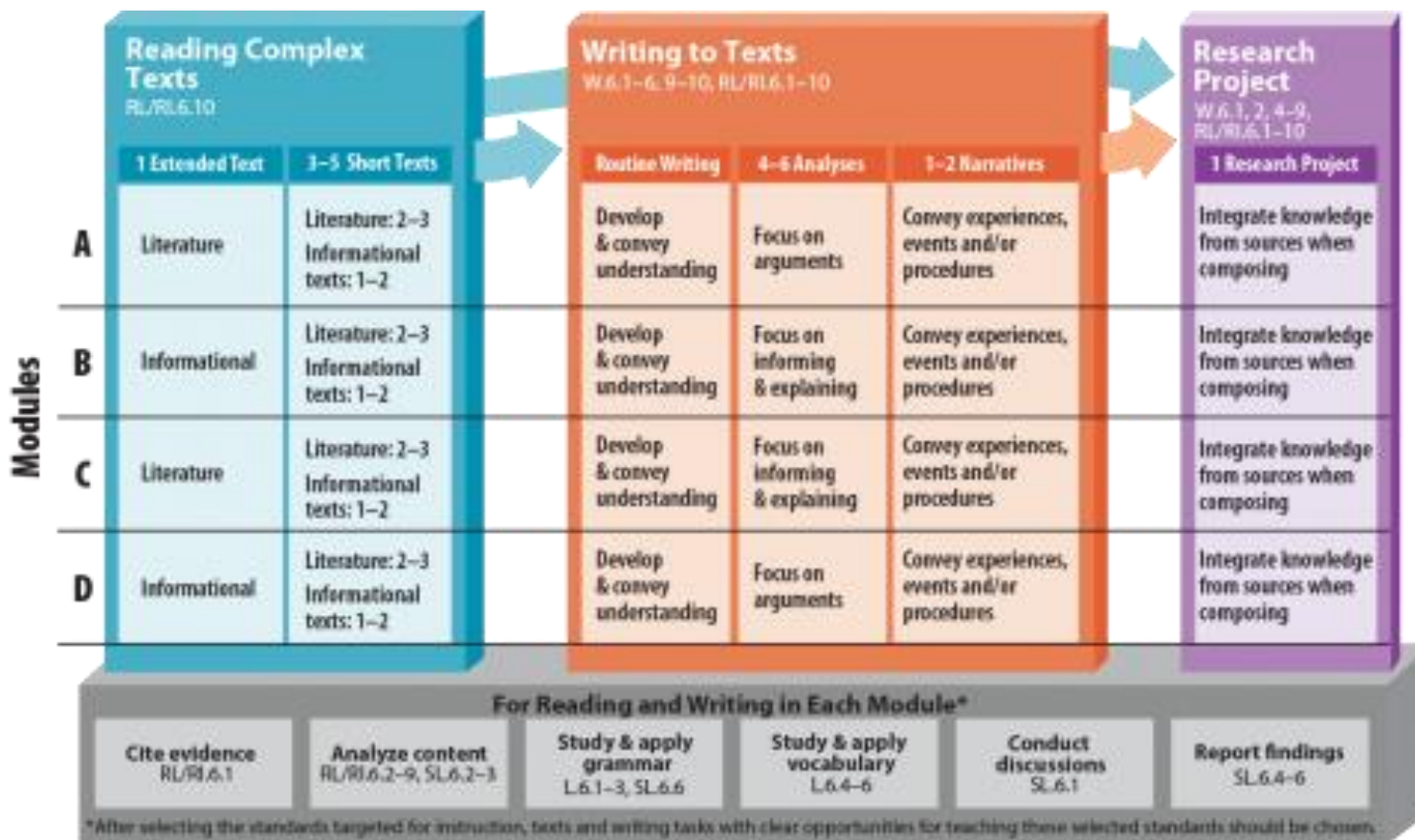
Grades 3-5	Exposition 35%	Persuasion 30%	Narrative 35%
Grades 6-8	Exposition 35%	Argument 35%	Narrative 30%
HS	Exposition 40%	Argument 40%	Narrative 20%

Prominent and varied writing opportunities  
Short research projects

[Sample Writing Tasks](#)

[PARCC Model Content Framework](#)

# PARCC Model Content Framework



# ELA/Literacy – Non-Negotiables

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## Speaking and Listening

- Non-Negotiable 8: Speaking and Listening

## Language

- Non-Negotiable 9: Language

# ELA/Literacy

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- Indicators of Superior Quality
  - Usefulness, Design and Focus

*Ex. Are there suggestions and materials for adapting instruction for varying student needs?*



Thank You!

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