

Publisher:	Name of Reviewer:
Instructional Materials Name:	School:
Grade Level(s) Reviewed:	Role:

OCPS ELA Instructional Materials Evaluation Tool (IMET)

To ensure instructional materials are grade appropriate, of good quality and content, and aligned to applicable AP English Language and Composition Big Ideas, each material reviewed by the School Board of Orange County Public Schools will be evaluated based on compliance to section 100.1215(4), Florida Statutes. The following essential priorities and priorities constitute the rubric for the evaluation of instructional materials:

- Essential Priority 1: Building knowledge through high-quality texts.
- Essential Priority 2: Evidence-based questions, tasks, and assignments
- Priority 3: Usability for teachers
- Priority 4: Assessment
- Priority 5: Supports for ALL learners

Reviewers will apply a set of evaluation criteria to determine the extent to which a set of materials is aligned with the AP English Language and Composition Course and Exam Description (CED). Following careful analysis of **essential priority** and **priority** criteria using the OCPS AP English Language IMET, materials will be assigned one of the following ratings:

- *Meets expectations*
- *Partially meets expectations*
- *Does not meet expectations*

Essential Priority 1: Building Knowledge through High-Quality Texts

The AP English Language and Composition course is built around four big ideas and enduring understandings, listed below:

Big Idea	Enduring Understanding
Rhetorical Situation	Individuals write within a particular situation and make strategic writing choices based on that situation.
Claims and Evidence	Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other,

	possibly opposing, arguments
Reasoning and Organization	Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
Style	The rhetorical situation informs the strategic stylistic choices that writers make.

These four big ideas and the enduring understandings that come from them are at the heart of any text in the AP Language and Composition course.

Texts read in the AP Language and Composition course help develop student understanding in how to address a situation, engage in forming an argument or taking a position on that situation, organizing and providing evidence within that writing, and using style to help support the purpose of the argument. Therefore, a variety of nonfiction and fictional texts should be used that ground students within that argumentation.

Materials selected should build knowledge systematically through reading, writing, speaking and listening, and language study. Texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language. Texts should also help students to continue to hone their skills as they prepare for the AP English Language and Composition course at the end of the school year.

Students read worthwhile texts. By reading rich, challenging texts that build our students' understanding of the world, we empower them with the understanding that reading is their pathway to knowledge. We put meaningful, complex texts at the heart of nearly every lesson and set students up to do lots of reading on their own so that all of our students, regardless of their reading level, build their knowledge of the world, gain confidence with challenging texts, and develop the critical thinking skills and vocabulary necessary for long term success.

Indicator	Notes	Scoring
1A: Anchor texts in the materials have the appropriate level of complexity to make progress in preparing for the AP English Language and Composition examination.	Reviewer note: Refer to Page 19 of the AP English Language and Composition CED to determine appropriate levels of complexity.	Meets (4) Partially Meets (2) Does Not Meet (0)
1B: Anchor (or read-aloud) texts in the materials are of high-quality and worthy of careful reading.		Meets (4) Partially Meets (2) Does Not Meet (0)

1C: Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, speaking, and language study. These texts are organized around a variety of topics at each grade level (science, social studies, and the arts) and build knowledge systematically..		Meets (4) Partially Meets (2) Does Not Meet (0)
1D: Materials reflect the balance of instructional time and texts to approximately 50% informational texts and 50% literary texts.	Reviewer note: <i>These are approximate percentages. Balance should be close to, but does not have to be exactly 50%/50%.</i>	Meets (4) Partially Meets (2) Does Not Meet (0)
1E. Texts provide a positive view of diverse ethnic groups and genders, including relevant graphics, images, experiences, and names representing African, Hispanic/Latino, American Indian, Asian, Pacific Islander cultures from multiple perspectives (excluding any stereotypes).		Meets (4) Partially Meets (2) Does Not Meet (0)
Essential Priority 1 Total Score <i>20 points available</i>		

Essential Priority 2: Evidence-Based Questions, Tasks, and Assignments

Students ground daily writing and discussion in evidence. Our students need daily practice discussing and writing about informational and literary text and other media in order to be successful in college and their careers. We give our students the support they need to read texts closely, then challenge them to speak and write about what they have read or viewed using evidence to back up their positions. Supporting our students' ability to read critically, build arguments, cite evidence, and communicate ideas today prepares them to be better citizens tomorrow.		
Indicator	Notes	Scoring
2A: Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text) and are aligned to the AP English Language and Composition CED.	Reviewer note: <i>The word "most" refers to approximately 75-80% of questions, tasks, and assignments. These percentages should not be used as a fixed rule.</i>	Meets (4) Partially Meets (2) Does Not Meet (0)

2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts and include a cohesive, year-long plan for students to interact with and build academic vocabulary.		Meets (4) Partially Meets (2) Does Not Meet (0)
2C: Materials integrate speaking and listening into lessons, questions, and tasks and incorporate frequent opportunities for collaborative discussions.		Meets (4) Partially Meets (2) Does Not Meet (0)
2D: Materials provide frequent opportunities for evidence-based writing <i>embedded in content</i> . These opportunities support careful analyses, well-defended claims/argumentation, and clear information about texts to address the analytical thinking required by the AP English Language and Composition Big Ideas.	Reviewer note: Look for writing questions and tasks that require students to use evidence from the text to demonstrate understanding and/or support their ideas about the text. Writing opportunities should reflect College Board standards and should be integrated in service of understanding of the text(s) and/or topics under consideration.	Meets (4) Partially Meets (2) Does Not Meet (0)
2E: Materials include explicit writing instruction (process writing and writing in response to texts) based upon the College Board Course and Exam Description. Materials support students' development of writing skills over the course of the school year. This includes varied writing opportunities, incorporating digital resources where appropriate.	Reviewer note: Look for explicit instruction along with guided practice opportunities in each step of the writing process: planning, drafting, revising, editing, and publishing. Pay special attention to instruction in planning and revising. Materials should promote writing independence over the course of the school year.	Meets (4) Partially Meets (2) Does Not Meet (0)
Essential Priority 2 Total Score <i>20 points available</i>		

Priority 3: Usability for Teachers

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Indicator	Notes	Scoring
4A. Pacing is reasonable and flexible; the curriculum can be reasonably implemented within a typical school year.	Reviewer Note: Reviewers should consider whether: <ul style="list-style-type: none"> time estimates for lessons and units are accurate and reflect 	Meets (2) Partially Meets (1) Does Not Meet (0)

	<p><i>the College Board CED exam timeline</i></p> <ul style="list-style-type: none"> • <i>required number of minutes per day and days per year are feasible, and</i> • <i>flexible options exist for a variety of school schedules/learning environments. (To what degree do the materials support remote/digital learning?)</i> 	
4B. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	<p>Reviewer Note: <i>Supports might include:</i></p> <ul style="list-style-type: none"> • <i>routines (i.e., annotating a text, responding to peer feedback, revising or editing writing)</i> • <i>structures (cooperative learning structures, grouping strategies)</i> 	Meets (2) Partially Meets (1) Does Not Meet (0)
4C. Materials include guidance and resources designed specifically to build teachers' subject matter knowledge, including culturally responsive teaching.	<p>Reviewer Notes:</p> <p><i>Supports might serve to improve:</i></p> <ul style="list-style-type: none"> • <i>content knowledge (i.e., literary devices, literary periods, topic specific knowledge)</i> • <i>pedagogical content knowledge (i.e. development of phonemic awareness, effective strategies for writing instruction)</i> <p><i>Support formats may vary:</i></p> <ul style="list-style-type: none"> • <i>callout boxes and annotations in lessons</i> • <i>videos of classroom instruction</i> • <i>implementation guides</i> • <i>Information about the standards</i> <p><i>Culturally responsive teaching supports should provide teachers with guidance on how to approach, enhance and customize lessons for their student populations.</i></p>	Meets (2) Partially Meets (1) Does Not Meet (0)
4D. Materials include rubrics, exemplars, or other teacher resources to help teachers set high expectations for students.	<p>Reviewer Note: <i>In addition to rubrics and exemplars, relevant resources might include:</i></p> <ul style="list-style-type: none"> • <i>checklists for students to use in peer or self-assessments</i> • <i>annotated student work at various levels of achievement, including non-exemplars</i> 	Meets (2) Partially Meets (1) Does Not Meet (0)
4E. Materials promote stakeholder involvement, including students,		Meets (2) Partially Meets (1)

parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.		Does Not Meet (0)
4F. Digital materials are provided and accessible to both students and teachers. Resources are easy to navigate and aligned to the AP English Language and Composition CED.		Meets (2) Partially Meets (1) Does Not Meet (0)
Priority 4 Total Score <i>12 points available</i>		

Commented [1]: @arthur.bundey@ocps.net What if digital is not available?
Assigned to Arthur Bundey

Priority 4: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward success on the AP English Language and Composition at the end of the school year.

Indicator	Notes	Scoring
5A. Assessments provide a system of monitoring student progress in reading which includes multiple opportunities throughout the course to determine what students are learning and what they have learned.		Meets (2) Partially Meets (1) Does Not Meet (0)
5B. Assessments provide a system of monitoring student progress in writing which includes multiple opportunities throughout the course to determine what students are learning and what they have learned.		Meets (2) Partially Meets (1) Does Not Meet (0)
5C. Materials provide an ample volume of assessment types/formats to allow for frequent checks of student mastery to guide teachers before, during, and after instructional cycles.		Meets (2) Partially Meets (1) Does Not Meet (0)
5D. Assessments include item types that measure the depth and rigor of the AP English Language and Composition CED.		Meets (2) Partially Meets (1) Does Not Meet (0)
Priority 5 Total Score <i>8 points available</i>		

Priority 5: Supports for ALL Students

Indicator	Notes	Scoring
6A. Materials regularly provide all students (including those who read, write, speak, or listen below grade level, or whose first language is other than English) with extensive opportunities to work with and develop the skills in the AP English Language and Composition CED including multi-sensory strategies/supports.		Meets (2) Partially Meets (1) Does Not Meet (0)
6B. Materials incorporate strategies, materials, and activities that consider the needs of all students for the differentiation of learning (scaffolds explicitly built in to address enrichment, Tiers 2 & 3 supports).		Meets (2) Partially Meets (1) Does Not Meet (0)
6C. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition (preferably at the lesson level).		Meets (2) Partially Meets (1) Does Not Meet (0)
6D. Universal Design for Learning supports are included within teacher materials, to ensure that all learners can access and participate in meaningful and challenging learning opportunities.		Meets (2) Partially Meets (1) Does Not Meet (0)
Priority 6 Total Score <i>8 points available</i>		

Commented [2]: @arthur.bundey@ocps.net Not sure?
Assigned to Arthur Bundey_

Priorities	Available Points	Score
1. Building Knowledge through High-Quality Texts	20	
2. Evidence-Based Questions, Tasks, and Assignments	20	
3. Foundational Skills / Science of Reading	24	
4. Usability for Teachers	12	

5. Assessment	8	
6. Supports for All Students	8	
Overall Combined Score	92	