

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

OCPS AP Statistics Instructional Materials Evaluation Tool (IMET)

To ensure instructional materials are grade appropriate, of good quality and content, and aligned to applicable AP Statistics Big Ideas, each material reviewed by the School Board of Orange County Public Schools will be evaluated based on compliance to 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 instructional text and supplemental explorations
- Essential Priority 2: Skill- and concept-based exercises and problem solving
- 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 Statistics Course and Exam Description (CED). Following careful analysis of **essential priority** and **priority** criteria using the OCPS AP Statistics 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 Instructional Text and Supplemental Explorations

The AP Statistics course is built around three big ideas and enduring understandings, listed below:

Big Idea	Enduring Understanding
Variation and Distribution	The distribution of measures for individuals within a sample or population describes variation. The value of a statistic varies from sample to sample. How can we determine whether differences between measures represent random variation or meaningful distinctions? Statistical methods based on probabilistic

	reasoning provide the basis for shared understandings about variation and about the likelihood that variation between and among measures, samples, and populations is random or meaningful.
Patterns and Uncertainty	Statistical tools allow us to represent and describe patterns in data and to classify departures from patterns. Simulation and probabilistic reasoning allow us to anticipate patterns in data and to determine the likelihood of errors in inference.
Data-Based Predictions, Decisions, and Conclusions	Data-based regression models describe relationships between variables and are a tool for making predictions for values of a response variable. Collecting data using random sampling or randomized experimental design means that findings may be generalized to the part of the population from which the selection was made. Statistical inference allows us to make data-based decisions.

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

Texts used in the AP Statistics course introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The selected materials should emphasize not only skills and processes, but also conceptual understanding and statistical reasoning.

Materials selected should provide opportunities for students to use technology, investigations, problem solving, and writing, as they build conceptual understanding. Course materials should also help students to continue to hone their skills as they prepare for the AP Statistics exam at the end of the school year.

Indicator	Notes	Scoring
1.1: Instructional text is rigorous, complex, and embedded in real-world contexts and explorations		Meets (4) Partially Meets (2) Does Not Meet (0)
1.2: Instructional text introduces necessary formulas and vocabulary, while emphasizing conceptual		Meets (4) Partially Meets (2) Does Not Meet (0)

connections and the Enduring Understandings		
1.3: Materials provide a variety of representations and interactions with technology, including (but not limited to) graphical representations of data, statistical software outputs, and graphing calculator tutorials.		Meets (4) Partially Meets (2) Does Not Meet (0)
1.4: Instructional material emphasizes connections between topics to gradually build complexity from statistical methods and data analysis to probability and simulation, and eventually inferential argumentation.		Meets (4) Partially Meets (2) Does Not Meet (0)
1.5. 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>40 points available</i>		

Essential Priority 2: Skill- and Concept-Based Exercises and Problem Solving		
Students need daily practice utilizing statistical reasoning skills. The four CED Skill Categories of Selecting Statistical Methods, Data Analysis, Using Probability and Simulation, and Statistical Argumentation provide a framework for the kinds of problem sets and exercises that an AP Statistics text should include.		
Indicator	Notes	Scoring
2.1: Most questions, tasks, and assignments are embedded in real-world context, requiring students to read background information and distinguish between what information is necessary and what is extraneous.	<i>Reviewer note: The word “most” refers to <u>approximately</u> 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)
2.2: Questions and tasks include a variety of formats and presentations; for example, students should have tasks that require creating graphical displays, tasks that require analyzing a given graphical display, and tasks		Meets (4) Partially Meets (2) Does Not Meet (0)

that compare multiple graphical displays.		
2.3: All sections include questions that require students to communicate their understanding through writing and explain their reasoning		Meets (4) Partially Meets (2) Does Not Meet (0)
2.4: Materials provide frequent opportunities for spiraled review and connection to previous topics and skills		Meets (4) Partially Meets (2) Does Not Meet (0)
2.5: Minimal emphasis is placed on routine computation and formulaic calculations. Rather, problem sets aim to develop students' ability to think and reason like statisticians.		Meets (4) Partially Meets (2) Does Not Meet (0)
Essential Priority 2 Total Score <i>40 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
3.1. Pacing is reasonable and flexible; the curriculum can be reasonably implemented within a typical school year.	<p>Reviewer Note: Reviewers should consider whether:</p> <ul style="list-style-type: none"> • <i>time estimates for lessons and units are accurate and reflect the College Board CED exam timeline</i> • <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> 	Meets (2) Partially Meets (1) Does Not Meet (0)
3.2. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' development.	<p>Reviewer Note: Supports might include:</p> <ul style="list-style-type: none"> • <i>Suggested activities and data-collection opportunities</i> • <i>Structures (cooperative learning structures, grouping strategies)</i> 	Meets (2) Partially Meets (1) Does Not Meet (0)

<p>3.3. Materials include guidance and resources designed specifically to build teachers' subject matter knowledge, including culturally responsive teaching.</p>	<p>Reviewer Notes: <i>Supports might serve to improve:</i></p> <ul style="list-style-type: none"> • <i>content knowledge (specific statistical concepts)</i> • <i>pedagogical content knowledge (teaching through experiences and investigations)</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>	<p>Meets (2) Partially Meets (1) Does Not Meet (0)</p>
<p>3.4. Materials include rubrics, exemplars, or other teacher resources to help teachers set high expectations for students.</p>	<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> 	<p>Meets (2) Partially Meets (1) Does Not Meet (0)</p>
<p>3.5. Materials promote stakeholder involvement, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.</p>		<p>Meets (2) Partially Meets (1) Does Not Meet (0)</p>
<p>3.6. Digital materials are provided and accessible to both students and teachers. Resources are easy to navigate and aligned to the AP Statistics CED.</p>		<p>Meets (2) Partially Meets (1) Does Not Meet (0)</p>
<p>Priority 3 Total Score <i>12 points available</i></p>		

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 Statistics exam at the end of the school year.

Indicator	Notes	Scoring
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4.1. Assessments provide a system of monitoring student progress in Multiple Choice question formats 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)
4.2. Assessments provide a system of monitoring student progress in Free Response question formats 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)
4.3. 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)
4.4. Assessments include item types that measure the depth and rigor of the AP Statistics CED.		Meets (2) Partially Meets (1) Does Not Meet (0)
Priority 4 Total Score <i>8 points available</i>		

Priority 5: Supports for ALL Students

Indicator	Notes	Scoring
5.1. 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 Statistics CED including multi-sensory strategies/supports.		Meets (2) Partially Meets (1) Does Not Meet (0)
5.2. Materials incorporate strategies, materials, and activities that consider the needs of all students for the differentiation of learning (scaffolds explicitly built in		Meets (2) Partially Meets (1) Does Not Meet (0)

to address enrichment, Tiers 2 & 3 supports).		
5.3. 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)
5.4. 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 5 Total Score <i>8 points available</i>		

Priorities	Available Points	Score
1. Building Knowledge Through High-Quality Instructional Text and Supplemental Explorations	40	
2. Skill- and Concept-Based Exercises and Problem Solving	40	
4. Usability for Teachers	12	
5. Assessment	8	
6. Supports for All Students	8	
Overall Combined Score	108	