Resources for Review and Selection of Materials and Practices

https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2017219
Rubric for evaluation reading/language arts instructional materials for kindergarten to grade 5
This rubric is a tool for evaluating reading/language arts instructional materials for grades K–5. Based on rigorous research, the rubric can be used by state-, district-, and school- level practitioners and by university faculty who review instructional materials. The rubric is organized by content area for grades K–2 and for grades 3–5. Each content area (for example, writing) includes a list of criteria for evidence-based practice that the instructional materials are expected to include. Each criterion is aligned to recommendations from six What Works Clearinghouse practice guides, and a 1–5 scale is used to rate how well the criteria were met. Guidance for when and how to use the rubric— including facilitator responsibilities, professional learning for reviewers, and ways to use the ratings—is also provided.

https://www.texasgateway.org/sites/default/files/resources/documents/U5M1Handout10.pdf
Download this document in Word for proper formatting.
Guidelines for Reviewing a Reading Program
This document was developed to assist the Curriculum and Instruction Team at the Florida Center for Reading Research (FCRR) as they review reading programs for grades 4–12 to determine alignment with current reading research.

https://www.cgcs.org/Page/474
The **GIMET-QR** is a tool designed as a framework for judging not only the alignment of materials to grade-specific and end-of-year expectations as delineated in the Common Core State Standards and/or college- and career-readiness standards, but the quality of the content and instructional design of materials. The GIMET-QR requires reviewers to cite specific evidence from textbooks and materials rather than relying on the table of contents or the topic headings, and provides greater detail on the criteria by grade level. Reviewers can record and save their evidence directly in the online tool.

https://miblsi.org/sites/default/files/Documents/Presentations/14th%20Annual%20State%20Conf/Day%201/1c/Elements%20of%20Explicit%20Instruction%20for%20Core%20Reading%20Curriculum%20Review.pdf
Elements of Explicit Instruction for Core Reading Curriculum Review
The purpose of this document is to outline the 16 elements of explicit instruction. Individuals leading core reading curriculum review processes will want to ensure review team members understand the elements of explicit instruction and are able to discern the extent with which the elements exist in the instructional routines written in various core reading curriculum program teacher guides.

https://docs.google.com/document/d/1wCYiI6i0nNJUwGpgQFYPaA7e13KMT2oxSAyIAR7uh0o/edit?usp=sharing
Core Reading Curriculum Review Process
The purpose of this document is to outline a thorough review and selection process for core reading curriculum resource materials for district leadership and District Implementation Teams. The steps included in this document would be used in conjunction with the district's approved Effective Innovation Review Process (for programs, strategies, assessments, and data systems).

https://miblsi.org/sites/default/files/Documents/Presentations/14th%20Annual%20State%20Conf/Day%201/1c/Research-Supported%20Recommendations%20for%20Teaching%20Big%20Ideas.pdf
Teaching Reading: Research Supported Recommendations

The purpose of this document is to outline the research-supported skills and instruction for teaching reading. As individuals lead core reading curriculum reviews, this document outlines "look-fors" in the published programs and materials (e.g., teacher guides).

http://reading.uoregon.edu/resources/con_guide_aug_2006.doc
A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis
A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment.

https://achievethecore.org/page/1946/instructional-materials-evaluation-tool
Instructional Materials Evaluation Tool (IMET) K-2
Instructional Materials Evaluation Tool (IMET) 3-12
A tool for evaluating a comprehensive textbook or textbook series for alignment to the Shifts and major features of the CCSS. For use with ELA/literacy materials for grades K-2 or 3-12 and for mathematics materials K-8 or high school. The IMET is a tool within the Materials Alignment Toolkit, developed in partnership with Achieve, the Council of Chief State School Officers (CCSSO) and the Council of Great City Schools (CGCS). Use this tool to: (1) Inform decisions about purchasing, (2) Evaluate previously purchased materials to identify necessary modifications, and(3)Build understanding of what aligned materials look like

https://achievethecore.org/category/746/textbook-alignment-and-adaptations

Textbook Alignment and Adaptations

Review textbooks for alignment to the Shifts and explore current textbook adaptations.

http://www.rti-innovations.com/uploads/1/0/8/2/10825600/effective_innovation_review_and_selection_process.docx
Effective Innovation Review and Selection Process
The review and selection process is a two-pronged approach that will lead to a careful analysis of the proposed innovation to inform a selection or de-selection decision. The process includes: (1) providing information about a particular effective innovation to the District Implementation Team to review prior to sending the information forward to district leadership; (2) district leadership discussing the feasibility of selecting the innovation for school / staff use.
When to Use the Process:
Approached to consider participation in an initiative, "pilot project," and / or approached to use a new assessment or data system
Considering purchasing new curriculum resource materials
Considering purchasing new assessments, data systems, or educational software
Considering to continue the use of effective innovations that overlap or appear to be redundant with other effective innovations (de-selection)