Utah Instructional Materials Center

Program Guidebook
Spring 2012

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- There is only one line #1 required in the file as the identifier of the publisher. 19
- Line #2 identifies the series and the title for the student edition and should not be used for ancillaries (teacher's editions, workbooks, CDs, DVDs, etc.). 19
- Line #3 is for ancillary items, and also may be used to specify volume licensing and pricing for digital materials. 19
- There may be more than one line #4 if the item pertains to more than one subject area. There must be at least one line #4 before the next line #2 can be added. 19
- A single bid file is sufficient for all items submitted. 19

Please email all bids to alan.griffin@schools.utah.gov SAMPLING REQUIREMENTS 19

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INTRODUCTION

The purpose of state recommendation of instructional materials is to provide the schools of the state with the very best available core-related materials, and to eliminate instructional materials that violate Utah Code or State Board rules. The recommendation process also provides for consistent contract pricing for recommended materials. Utah reviews and approves materials on a semiannual basis, once in the fall and once in the spring.

This Guidebook is intended to provide information for teachers, administrators, publishers and educational patrons about the instructional materials review process. It provides direction and samples that are designed to give a clear understanding of the steps involved in the adoption of classroom instructional items.

GENERAL INFORMATION AND DEFINITIONS

The Utah State Instructional Materials Commission was created by the legislature in 1907, to function as a group of appointed educators and lay citizens who would ensure that Utah's schools have the best available instructional materials, and to eliminate inferior or undesirable materials.

The Instructional Materials Commission was placed under the direction of the State Board of Education in 1987. The Board has charged the Commission with determining what instructional materials should be recommended for use in the public elementary and secondary schools. It is the Commission's duty to oversee the review of all submitted instructional materials. Such materials should implement the aims, purposes, and objectives of the appropriate courses of study, as determined by the State Board. Curriculum advisory committees are appointed to assist in this effort, with help from the content area specialists at the State Office of Education. The advisory committees are made up of master teachers from around the state who come together to review, in a team setting, the submitted materials.

The Commission meets twice a year to make final recommendations to the State Board of Education on the most recently reviewed material. After sending final recommendations to the State Board, the Commission posts the instructional material evaluations on the Internet where they can be accessed by districts, teachers and parents. At that point begins a new instructional material adoption cycle, which culminates at the end of the next six-month period in final recommendations of new materials to the State Board.

Definition of tasks, functions, and terms relating to the Instructional Materials Commission:

Instructional Materials

- ✓ "Instructional materials" means systematically arranged content in text or digital format which may be used within the state curriculum framework for courses of study by students in public schools, including textbooks, workbooks, computer software, online or internet courses, CDs or DVDs, and multiple forms of communication media. This can include, but is not limited to, textbooks, software programs, multimedia programs, and online Internet-based programs.

Adoption Cycle or Bid Cycle

- ✓ The six-month period (fall adoption cycle or spring adoption cycle) during which new bids are called for, reviewed, and recommended to the State Board of Education. The cycle ends with the

State Board of Education meeting at which the Board approves the Commission's recommendations for the cycle just completed.

Recommendation Categories

The content area advisory committees categorize each book reviewed as one of the following:

- ✓ **Recommended Primary**
  - Instructional materials that are in alignment with content, philosophy and instructional strategies of the Core may be used by students as principle sources of study, provide comprehensive coverage of course content, and support current assessment requirements.
- ✓ **Recommended Limited**
  - Instructional materials that may be used or purchased and are in limited alignment with the Core or current assessment requirements, or are narrow or restricted in their scope and sequence. If school districts or schools select and purchase materials recommended under this category, it is recommended that they have a plan for using appropriate supplementary materials assuring coverage of Core requirements.
- ✓ **Recommended Teacher Resource**
  - Instructional materials that may be used or purchased for use as teacher resource material only.
- ✓ **Recommended Student Resource**
  - Instructional materials aligned to the Core that are developmentally appropriate, but not intended to be the primary instructional resource. These materials may provide valuable content information for students.
- ✓ **Reviewed, But Not Recommended**
  - Instructional materials that may not be aligned with the Core; may be inaccurate in content; may include misleading connotations or undesirable presentation; are in conflict with existing law and rules; or are unsuitable for use by students. **School districts are strongly cautioned against using these materials.**
- ✓ **Not Reviewed**
  - Instructional materials that are not reviewed, but may be purchased consistent with the law and rule and are subject to district review, including Advanced Placement materials; International Baccalaureate materials; concurrent enrollment materials; library or trade books; reference materials; or teacher's professional materials that are not components of an integrated instructional program. Galley proofs or unfinished materials shall not be reviewed.
- ✓ **Not Sampled**
  - Instructional materials submitted by the publisher that were incomplete when sampled, or otherwise unsatisfactory for an accurate appraisal by the committee.

Adoption Schedule

- ✓ The timeline for the six-month adoption period. This schedule is posted at http://www.schools.utah.gov/curr/IMC.

Contract Price and Date

- ✓ Each recommended material is bound by a five-year contract price. This price, assigned by the publisher, is the wholesale price given to the State of Utah, which ensures equal pricing for all public schools.

Appeal or Request for Reconsideration

- ✓ A request for reconsideration or appeal is an additional opportunity provided to a publisher, school, or district for review of instructional materials when the publisher, school, or district

disagrees with the initial Commission recommendation. Materials on appeal will not be listed on the Official RIMS website until their final disposition, which occurs during the next meeting of the Commission at the end of the next adoption cycle. In the meantime, a second evaluation is conducted of the material, and the Commission and State Board make final determination of the adoption category. Only one appeal per specific instructional material is allowed.

Commission Terms of Office

- ✓ Utah law provides that the membership of the State Instructional Materials Commission consist of the State Superintendent of Public Instruction or his/her designee; a dean (serving on a rotating basis, one dean each term) from each of the state schools of education; one district superintendent; one secondary principal; one secondary teacher; one elementary principal; one elementary teacher; and five lay citizens who are not otherwise employed by the public school system. The terms of service of appointed members are two years for local district superintendents and deans of education and four years for each of the remaining positions. Provision has been made for members of the Commission to serve one additional term if so desired.

The Law and The Rule

- ✓ **The Law** refers to the actual law and statutes of Utah. The Commission organization and instructions are listed under Title 53A, Chapter 14, Sections 101-106.
- ✓ **The Rule** refers to the State Board of Education Rule. State Instructional Materials Commission operating procedures are spelled out in R277-469, sections 1-12.

Miscellaneous

The Instructional Materials Commission also provides a website (www.schools.utah.gov/curr/IMC) that is kept current and accurate. For further information you are welcome to view the site.

SPRING 2012 ADOPTION SCHEDULE

Contract Effective Date: July 1, 2012-June 30, 2017

January 13, 2012	Bid Invitation announcing the opening of the Spring 2011 Bid Adoption Cycle will be sent to publishers.
February 10, 2012	"Intention to Bid" form will be due to the Utah State Office of Education. Instructions for the remainder of the adoption process are contained in the Program Guidebook posted online at http://www.schools.utah.gov/curr/IMC
March 2, 2012	Electronic bids are due to the Utah State Office of Education.
March 7-16, 2012	Samples are due to the Utah State Office of Education, IMC Commission, and the Colleges of Education.
April 13, 2012	The signed contract is due back to the Utah State Office of Education. If we do not receive a signed contract back from your company, your materials will be taken off of the Spring 2011 bid list and will not be evaluated.
March 26-April 30, 2012	Evaluation meetings of the Instructional Materials Advisory Committees are conducted.
May 17, 2012	The Utah State Instructional Materials Commission Meeting. The Instructional Materials Commission submits final recommendations to the State Board of Education.
June 1, 2012	The State Board of Education Meeting – Final approval of recommended material for the Spring 2008 Adoption Cycle.
June 8, 2012	Recommended Instructional Materials Database will be updated with new materials and new material will show up on RIMs. Publishers receive official letters and evaluation reports within two weeks of recommendation by State Board.
July 2, 2012	NIMAS file sets due to NIMAC.

SPRING 2012 COURSE TITLES REQUESTING BIDS

PLEASE REFER TO THE PAGE AT http://www.schools.utah.gov/CURR/main/Course-Codes-and-Approval.aspx
FOR ACTIVE COURSE CODES FOR BID SUBMISSION
Rubrics for courses are posted on the page at http://www.schools.utah.gov/CURR/imc/Rubrics.aspx

CTE*/Agricultural Business & Products

- Advanced Agricultural Mechanics
- Agricultural Business & Management
- Agricultural Systems & Technology I
- Agricultural Systems & Technology II
- Agricultural Machinery Technology
- Agricultural Science I
- Agricultural Science II
- Agricultural Science III
- Agricultural Science IV
- Agriculture & Food Products Processing
- Agricultural Supplies & Services
- Applied Ornamental Horticulture Programs
- Aquaculture – Introductory
- Aquaculture – Advanced
- Farm & Ranch Management
- Floriculture & Greenhouse Management
- Utah Farm/Ranch Management Program

CTE*/Agricultural Sciences

- Animal Science II
- Plant & Soil Science II
- Agricultural Biotechnology
- Agricultural Science & Tech. Application
- Animal Science
- Biology/Agricultural Science & Tech.
- Dairy Herd Management Program
- Horse Management
- Plant & Soil Science
- Swine Herd Management
- Veterinary Assistant

CTE*/Conservation & Renewable Resources

- Natural Resource Science
- Natural Resource Science II
- Agricultural Communication & Leadership
- Floriculture
- Greenhouse Management
- Nursery Operations
- Landscape Management
- Equine Science
- Veterinary Assistant
- Veterinary Technician

CTE*/Business Management & Accounting

- Academy of Finance
- Accounting I
- Accounting II
- Accounting III
- Accounting IV
- Computers in Business
- Banking and Finance
- Business Communications I
- Business Communications II
- Business Law
- Business Management
- Administrative Procedures
- Desktop Publishing I
- Desktop Publishing II
- Economics – Business
- Electronic Spreadsheets & Databases
- Entrepreneurship – Business
- Computer Technology
- Business Web Page Design
- Advanced Business Web Page Design
- Keyboarding Applications
- Word Processing – Basic
- Word Processing
- Mathematics of Business and Personal Finance
- Digital Business Applications

CTE*/Keyboarding

- Elementary Keyboarding
- Secondary Keyboarding

CTE*/General (secondary)

- Technology, Life & Careers (TLC)

CTE*/Family & Consumer Science

- Adult Roles & Responsibilities
- Adult Roles & Financial Literacy
- Interior Design
- Advanced Interior Design
- Child Development
- Early Childhood Education I
- Early Childhood Education
- II
- Sports Sewing
- Consumer Economics/Financial Management
- Designer Sewing/Fashion Design
- Clothing I – II
- Entrepreneurship – Family & Consumer Science
- Fashion Strategies
- Food & Nutrition I
- Food & Nutrition II
- Food Service/Culinary Arts
- Food & Science
- Foundations of Nutrition
- Hospitality Services
- Human Development
- Integrated Family & Consumer Sciences
- Life Management
- FACS Exploration
- Occupational Experiences (FC)
- ProStart 1 –11
- Teen Living
- Young Parents/Grads

CTE*/Information Tech.	CTE*/Health Science & Technology Education	CTE*/Skilled & Technical Sciences	CTE*/Tech. & Engineering
• Certified Novell Administrator (CNA) • Cisco Certified Networking Associate (CCNA) • Microsoft Certified Professional (MCP) • Linux + • Network + • Security + • A+ (Computer Repair/Maintenance) • Introduction to Information Technology • Digital Media I • Digital Media II • Database Development • Computer Prog. I • Computer Prog. II • Web Development • 3D Graphics & Animation	• Introduction to Health Science • Advanced Health Science (12) • Dental Assistant • Emergency Medical Technician (EMT) • Exercise Science/Sports Medicine • Introduction to Emergency Medical Services • Biotechnology • Medical Anatomy & Physiology • Medical Assistant • Medical English • Medical Math • Medical Office Administrative Assistant • Medical Records Technician • Medical Transcriptionist • Nurse Assistant (CNA) • Optical Technician • Pharmacy Technician • Surgical Technician • Medical Forensics	• Television Broadcasting Technician • Cosmetology/Barbering • Culinary Arts/Chef • Law Enforcement • Fire Science • Carpentry • Concrete Placing & Finishing • Electrician • Masonry/Tile Setting • Plumbing • Aircraft Mechanics Technician (A&P) • Automotive Collision Repair Technician • Automotive Technician • Electronics Technician • Heating/Air Conditioning/ Refrigeration • Small Vehicle Technician • Architectural Drafting • Commercial Art • Commercial Photography • Cabinet Making & Millwork • Drafting/CAD • Graphics / Printing • Jewelry Fabrication • Machinist Technician/CNC • Precision Metal Finishing • Sheet Metal • Welding Technician • Commercial Aircraft Pilot	• Computer Integrated Manufacturing (PLTW) • Digital Electronics (PLTW) • Introduction to Communications Technology • Introduction to Construction Technology • Introduction to Engineering Design (PLTW) • Engineering Design & Development (PLTW) • Foundations of Technology • Introduction to Manufacturing Technology • Pre-engineering Technology • Principles of Engineering (PLTW) • Introduction to Transportation and Energy • Physics with Technology • Exploring Technology • Introduction to Engineering • Advanced Technology • Engineering Design • Materials and Processes • Robotics and Automation • Civil Engineering and Architecture PLTW • Aerospace Engineering PLTW • Material Science • Energy Foundations

Elementary Language Arts Core

Language Arts Kindergarten
Language Arts Grade 1
Language Arts Grade 2
Language Arts Grade 3 Language Arts Grade 4 Language Arts Grade 5
Reading Assessment (Grades 1-8)
Reading Intervention (Grades 1-8)

Secondary Language Arts Core

Language Arts Grade 6
Language Arts Grade 6 – Special Ed.
Language Arts Grade 6 – ESL
Language Arts Grade 6 – Gifted
Language Arts Grade 7
Language Arts Grade 7b
Language Arts Grade 7 – Special Ed
Language Arts Grade 7 - ESL
Language Arts Grade 7 – Gifted
Language Arts Grade 7 – Honors
Language Arts Grade 8
Language Arts Grade 8b
Language Arts Grade 8 – Special Ed
Language Arts Grade 8 - ESL
Language Arts Grade 8 – Gifted
Language Arts Grade 8 – Honors
Language Arts Grade 9
Language Arts Grade 9 – Special Ed
Language Arts Grade 9 - ESL
Language Arts Grade 9 – Gifted
Language Arts Grade 9 – Honors
Language Arts Grade 10
Language Arts Grade 10 - Special Ed
Language Arts Grade 10 - ESL
Language Arts Grade 10 – Gifted
Language Arts Grade 10- Honors
Language Arts Grade 11
Language Arts Grade 11 – Special Ed
Language Arts Grade 11 - ESL
Language Arts Grade 11 – Gifted
Language Arts Grade 11 - Honors
Language Arts Grade 12
Language Arts Grade 12 – Special Ed

Early Childhood/Pre-K

Early Childhood

Elementary Mathematics

Mathematics Kindergarten
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5
Mathematics Grade 6
Mathematics Grade 6 –Special Ed
Seventh Grade Mathematics

Secondary Mathematics

7th Grade Mathematics
7th Grade Mathematics – Special Ed
7th Grade Mathematics - Honors
8th Grade Mathematics
8th Grade Mathematics – Special Ed
8th Grade Mathematics – Honors
Secondary I
Secondary I – Special Ed
Secondary I - Honors
Secondary II
Secondary II – Special Ed
Secondary II - Honors
Secondary III
Secondary III – Special Ed
Secondary III - Honors

INTENTION TO BID FORM

Utah Instructional Materials Adoption
Spring 2012
Utah State Instructional Materials Commission

THIS FORM IS NOW AVAILABLE ONLINE AT
https://spreadsheets.google.com/spreadsheet/viewform?authkey=CIXet64E&hl=en_US&formkey=dENGQkhuMGt5VVlXWXlpLTJvWFdVVlE6MQ#gid=0

Publisher

Publisher Name: *

Main Office Contact: *

Title:

Address: *

Telephone: *

Email Address: *

Company Web Site URL:

Local Sales Representative

Name:

Address:

Publishers will submit this form as a sign of intention to bid. The Instructional Materials staff will provide the contract, bid information. Contract effective date: July 1, 2012 to June 30, 2017.

FALL 2012 ADOPTION SCHEDULE

Contract Effective Date: January 1, 2013–December 31, 2017

June 13, 2012	**Bid Invitation announcing the opening of the Fall 2011 Bid Adoption Cycle will be sent to publishers.**
July 2, 2012	**"Intention to Bid" form (formerly called the publisher cover sheet) will be due to the Utah State Office of Education.**
August 6, 2012	**Electronic bids are due to the Utah State Office of Education. Instructions for the remainder of the adoption process are contained in the Program Guidebook posted online at http://www.schools.utah.gov/curr/IMC**
August 20 – 29, 2012	**Samples are due to the Utah State Office of Education, IMC Commission, and the Colleges of Education.**
September 21, 2012	**The signed contract is due back to the Utah State Office of Education. If we do not receive a signed contract back from your company, your materials will be taken off of the Fall 2011 bid list and will not be evaluated.**
September 24– October 26, 2012	**Evaluation meetings of the Instructional Materials Advisory Committees are conducted.**
November 15, 2011	**The Utah State Instructional Materials Commission Meeting.** **The Instructional Materials Commission submits final recommendations to the State Board of Education.**
December 7, 2012	**The State Board of Education Meeting – Final approval of recommended material for the Fall 2009 Adoption Cycle.**
December 14, 2012	**Recommended Instructional Materials Database will be updated with new materials and new material will show up on RIMS.** **Publishers receive official letters and evaluation reports within two weeks of recommendation by State Board.**
December 17, 2011–January 17, 2013	**Request for Reconsideration Period (30 days after notification sent out).**
January 2, 2013	**NIMAS file sets due to NIMAC.**

FALL 2012 COURSE TITLES REQUESTING BIDS

Major Content Area	Course Name
Elementary Language Arts Core	
	Language Arts Kindergarten
	Language Arts Grade 1
	Language Arts Grade 2
	Language Arts Grade 3
	Language Arts Grade 4
	Language Arts Grade 5
	Reading Assessment (Grades 1-8)
	Reading Intervention (Grades 1-8)
Secondary Language Arts - Core	
	Language Arts Grade 6
	Language Arts Grade 6 – Special Ed.
	Language Arts Grade 6 – ESL
	Language Arts Grade 6 – Gifted
	Language Arts Grade 7
	Language Arts Grade 7b
	Language Arts Grade 7 – Special Ed.
	Language Arts Grade 7 – ESL
	Language Arts Grade 7 – Gifted
	Language Arts Grade 7 – Honors
	Language Arts Grade 8
	Language Arts Grade 8b
	Language Arts Grade 8 – Special Ed.
	Language Arts Grade 8 – ESL
	Language Arts Grade 8 – Gifted
	Language Arts Grade 8 – Honors
	Language Arts Grade 9
	Language Arts Grade 9 – Special Ed.
	Language Arts Grade 9 – ESL
	Language Arts Grade 9 – Gifted
	Language Arts Grade 9 – Honors
	Language Arts Grade 10
	Language Arts Grade 10 – Special Ed.
	Language Arts Grade 10 – ESL
	Language Arts Grade 10 –Honors
	Language Arts Grade 11
	Language Arts Grade 11 – Special Ed.
	Language Arts Grade 11 – ESL
	Language Arts Grade 11 – Honors
	Language Arts Grade 12
	Language Arts Grade 12 – Special Ed.
Secondary Language Arts Electives	
	A.P. English Lab
	Applied Communication I
	Applied Communication II
	Basic Reading Skills
	Basic Writing Skills
	Broadcasting
	College Preparation
	Debate
	Debate 2
	Debate 3
	Elementary Reading
	Literary Magazine
	Film
	Literature & Film
	Humanities
	Yearbook
	Journalism
	Journalism 2
	A.P. English Language
	A.P. Literature & Composition
	Secondary Reading (7-8)
	Secondary Reading (7-8 – Special Ed.)
	Secondary Reading (9-12)
	Secondary Reading (9-12 Special Ed.)
	Speech
	Speech 2
	Creative Writing 1
	Creative Writing 2
	Mythology
	Shakespeare
	Reading Assessment (Grades 6-12)
	Reading Intervention (Grades 6-12)
Elementary Mathematics	
	Mathematics Kindergarten
	Mathematics Grade 1
	Mathematics Grade 2
	Mathematics Grade 3
	Mathematics Grade 4
	Mathematics Grade 5
	Mathematics Grade 6
	Mathematics Grade 6 – Special Ed.
	Seventh Grade Mathematics
Secondary Mathematics	
	7th Grade Mathematics
	7th Grade Mathematics – Special Ed
	7th Grade Mathematics - Honors
	8th Grade Mathematics
	8th Grade Mathematics – Special Ed
	8th Grade Mathematics - Honors
	Secondary I
	Secondary I – Special Ed
	Secondary I - Honors
	Secondary II
	Secondary II – Special Ed
	Secondary II - Honors
	Secondary III
	Secondary III – Special Ed
	Secondary III - Honors
Mathematics – Calculus	
	AP Calculus (AB) (10-12)
	AP Calculus (BC) (10-12)
	Intuitive Calculus (10-12)
	Precalculus (10-12)
	Calculus Elective (10-12)
Mathematics – Statistics	
	AP Statistics (10-12)
	Statistics (10-12)
Mathematics – Other Mathematics	
	Mathematics Electives
	Mathematics of Personal Finance
	Mathematical Essentials
	College Prep Math
	Modern Mathematics
	Mathematical Decision Making for Life
Elementary Science	
	Science – Kindergarten
	Science – Grade 1
	Science – Grade 2
	Science – Grade 3
	Science – Grade 4
	Science – Grade 5
Biological Science	
	AP Biology
	AP Biology Lab
	Biology
	Biology – Special Ed.
	Biology Elective
	Biology/Agriculture Science & Technology
	Botany
	Genetics
	Human Biology
	Human Physiology
	Anatomy and Physiology
	Wildlife Biology
	Zoology
Science – Chemistry	
	AP Chemistry

	AP Chemistry Lab
	Chemistry (9-12)
	Chemistry with Lab
Science – Earth Science	
	AP Environmental Science
	AP Environmental Science Lab
	Earth Systems (Grade 9)
	Earth Systems (Grade 9) – Special Ed.
	Environmental Science
	Investigation Science
	Geology
	Marine Biology/Oceanography
	Meteorology
Science – Integrated Science	
	Integrated Science (Grade 7)
	Integrated Science (Grade 7) Special Ed.
	Science (Grade 6)
	Science (Grade 6) – Special Ed.
	Integrated Science (Grade 8)
	Integrated Science (Grade 8) Special Ed.
Science – Physics	
	AP Physics
	AP Physics Lab
	Astronomy
	Physics (10-12)
	Physics With Technology (Science)
	Aerospace
	Aeronautics

Elementary Social Studies	
	Social Studies – Kindergarten
	Social Studies – Grade 1
	Social Studies – Grade 2
	Social Studies – Grade 3
	Social Studies – Grade 4
	Social Studies – Grade 5
Social Studies – Anthropology	
	Anthropology (6-12)
Social Studies -- Economics	
	AP Economics – Macro
	AP Economics – Micro
	Economics (9-12)
	Economics (9-12) – Special Ed.
Social Studies -- Geography	
	Advanced Geography
	AP Human Geography
	Geography II
	Geography for Life
	Geography for Life – Special Ed.
	Geography for Life – Gifted
	Geography for Life – Honors
Social Studies – History	
	AP American History
	AP European History
	AP World History
	US History I
	US History I (7-8) – Special Ed.
	US History I – Honors
	US History II
	US History II (9-12) – Special Ed.
	US History II – Honors
	Native American Studies
	Utah Studies
	Utah Studies (7-8) – Special Ed.
	Utah Studies – Gifted
	Utah Studies – Honors
	World Civilizations
	World Civilizations (6-8) – Special Ed.
	World Civilizations II
	World Civilizations II (9-12) – Special Ed.
	World Civilizations – Honors
Social Studies – Political Science	
	American Government & Law
	AP US Government and Politics

	AP Comp. Government Politics
	US Government & Citizenship
	US Government & Citizenship – Special Ed.
	Current Issues
	Civics
	Comparative Governments
	Student Government
Social Studies – Psychology	
	AP Psychology
	Psychology (9-12)
Social Studies – Sociology	
	Sociology (9-12)
Social Studies – Other Social Studies	
	Social Studies – Grade 6
	Introduction to Philosophy
General Financial Literacy	
	General Financial Literacy (11-12)

Elementary Fine Arts	
	Fine Arts – Kindergarten
	Fine Arts – Grade 1
	Fine Arts – Grade 2
	Fine Arts – Grade 3
	Fine Arts – Grade 4
	Fine Arts – Grade 5
	Fine Arts – Grade 6
Fine Arts – Visual Arts	
	Art (K-5)
	Art 6
	Art History
	AP Art History
	AP Art Studio General
	AP Art Studio Drawing
	Ceramics 1
	Ceramics 2
	Ceramics 3
	Commercial Art & Electronic Media 1
	Commercial Art & Electronic Media 2
	Commercial Art & Electronic Media 3
	Drawing 1
	Drawing 2
	Drawing 3
	Drawing 4
	Film Making 1
	Film Making 2
	Art Foundations 1
	Art Foundations 2
	Advanced Foundations 1a: Trad 2-D Art
	Advanced Foundations 1b: 2-D Art
	Advanced Foundations 1c: 3-D Art
	3D Design 1
	3D Design 2
	3D Design 3
	Jewelry 1
	Jewelry 2
	Jewelry 3
	Painting 1
	Painting 2
	Painting 3
	Photography 1
	Photography 2
	Photography 3
	AP Photography
	Printmaking 1
	Printmaking 2
	Printmaking 3
	Sculpture 1
	Sculpture 2
	Sculpture 3
	AP Sculpture
	Architecture
	Interior Design
	Calligraphy & Signmaking

	Animation
	Audio Visual Team
Fine Arts -- Dance	
	Dance (K-6)
	Dance 1A
	Dance 1B
	Dance 2A
	Dance 2B
	Dance 3A
	Dance 3B
	Dance Company
	Beginning Social Dance
	Dance Conditioning
	Musical Theatre – Dance
	World (Folkloric) Dance Forms
Fine Arts – Theatre Arts	
	Theatre Foundations I
	Theatre Foundations II
	Theatre Foundations III
	Theatre Foundations IV
	Musical Theatre
	Stage Craft / Tech
	Drama (K-6)
Fine Arts – Music	
	Music (K-6)
	General Music (Music Connections)
	Music Appreciation (Music Aesthetics)
	Music Theory
	AP Music Theory
	Music Composition
	Musical Theatre – Music
	Bagpipes
	Bell Choir
	Band 1 – Large ensemble
	Band 1 – Small ensemble
	Band 1 – Percussion
	Band 1 – Woodwind
	Band 1 – Brass
	Band 2 – Large ensemble
	Band 2 – Small ensemble
	Band 2 – Percussion
	Band 2 – Woodwind
	Band 2 – Brass
	Band 3 – Large ensemble
	Band 3 – Small ensemble
	Band 3 – Percussion
	Band 3 – Woodwind
	Band 3 – Brass
Fine Arts – Music -- Chorus	
	Chorus 1 – Mixed
	Chorus 1 – Small ensemble
	Chorus 1 – SA
	Chorus 1 – TB
	Chorus 2 – Mixed
	Chorus 2 – Small ensemble
	Chorus 2 – SA
	Chorus 2 – TB
	Chorus 3 – Mixed
	Chorus 3 – Small ensemble
	Chorus 3 – SA
	Chorus 3 – TB
Fine Arts – Music -- Orchestra	
	Beginning Orchestra (Orchestra 1)
	Intermediate Orchestra (Orchestra 2)
	Advanced Orchestra (Orchestra 3)
	Guitar
	Guitar 2

World Languages	
	FLEX (Foreign Language Exploratory)
World Languages – ASL	
	ASL – 1A Junior High
	ASL – 1B Junior High
	ASL – First Year
	ASL First Year – Honors
	ASL Second Year
	ASL Second Year – Honors
	ASL High School Third Year
	ASL Third Year – Honors
	ASL High School Special Use
	ASL High School Fourth Year
	ASL High School Fifth Year
World Languages – Chinese	
	Chinese – 1A Junior High
	Chinese – 1B Junior High
	Chinese – First Year
	Chinese First Year – Honors
	Chinese Second Year
	Chinese Second Year – Honors
	Chinese High School Third Year
	Chinese Third Year – Honors
	Chinese High School Special Use
World Languages – French	
	French 1A Junior High
	French 1B Junior High
	French First Year
	French first Year – Honors
	French Second Year
	French Second Year – Honors
	French High School Third Year
	French Third Year – Honors
	French High School Special Use
	French High School Fourth Year
	French High School Fifth Year
	AP French – Language
	AP French – Literature
World Languages – German	
	German 1A Junior High
	German 1B Junior High
	German First Year
	German First Year – Honors
	German Second Year
	German Second Year – Honors
	German High School Third Year
	German Third Year – Honors
	German High School Special Use
	German High school Fourth Year
	German High school Fifth Year
	AP German Language
	AP German Literature
World Languages -- Japanese	
	Japanese 1A Junior High
	Japanese 1B Junior High
	Japanese First Year
	Japanese First Year –Honors
	Japanese Second Year
	Japanese Second Year –Honors
	Japanese High school Third Year
	Japanese Third Year – Honors
	Japanese High School Special Use
	Japanese High School Fourth Year
	Japanese High School Fifth Year
World Languages -- Russian	
	Russian 1A Junior High
	Russian 1B Junior High
	Russian First Year
	Russian First Year – Honors
	Russian Second Year
	Russian Second Year – Honors
	Russian High School Third Year
	Russian Third Year – Honors
	Russian High School Special Use
	Russian High School Fourth Year

	Russian High School Fifth Year
World Languages – Spanish	Spanish 1A Junior High
	Spanish 1B Junior High
	Spanish First Year
	Spanish First Year – Honors
	Spanish Second Year
	Spanish Second Year – Honors
	Spanish High School Third Year
	Spanish Third Year – Honors
	Spanish High School Special Use
	Spanish High School Fourth
	Spanish High School Fifth Year
	AP Spanish Language
	AP Spanish Literature
World Languages – Latin	
	Latin 1A Junior High school
	Latin 1B Junior High school
	Latin First Year
	Latin First Year – Honors
	Latin Second Year
	Latin Second Year – Honors
	Latin High school Third Year
	Latin Third Year – Honors
	Latin High School Special Use
	Latin High School Fourth Year
	Latin High School Fifth Year
	AP Latin Vergil
	AP Latin Literature
World Languages – Italian	
	Italian 1A Junior High
	Italian 1B Junior High
	Italian First Year
	Italian First Year – Honors
	Italian Second Year
	Italian Second Year – Honors
	Italian High School Third Year
	Italian Third Year – Honors
	Italian High school Special Use
	Italian High school Fourth Year
	Italian High school Fifth Year
Elementary Health Education	
	Health Education – Kindergarten
	Health Education – Grade 1
	Health Education – Grade 2
	Health Education – Grade 3
	Health Education – Grade 4
	Health Education – Grade 5
	Health Education – Grade 6
Secondary Health Education	
	Health Education I (6-8)
	Health Education I – Special Ed.
	Health Education II (9-12)
	Health Education II (9-12) – Special Ed.
Elementary Movement/Fitness (PE)	
	Physical Education – Kindergarten
	Physical Education – Grade 1
	Physical Education – Grade 2
	Physical Education – Grade 3
	Physical Education – Grade 4
	Physical Education – Grade 5
	Physical Education – Grade 6
Secondary Movement/Fitness (PE)	
	Advanced Individualized Life Activities
	Beg Fitness, Team Sport Skills & Dance
	Drill Team
	Fitness for Life
	Individualized Lifetime Activities
	Int. Fitness, Team Sport Skills & Dance
	P.E. Middle School Elective
	P.E. High School Elective

	Participation Skills & Techniques
	Adapted Physical Education (6-8)
Character Education	
	Character Education
ESL/ELL Courses	
	Course Code
	Language Arts
	Reading Intervention (Grades 1-8)
	Reading Assessment (Grades 1-8)
	6th Grade Core – ESL
	7th Grade Core – ESL
	8th Grade Core – ESL
	9th Grade Core – ESL
	10th Grade Core – ESL
	11th Grade Core – ESL
	Reading Intervention (Grades 6-12)
	Reading Assessment (Grades 6-12)
	Mathematics
	Math – Grade 7 ESL
	Pre-algebra (7-9) ESL
	Algebra 1 (7-12) ESL
	Geometry (8-12) ESL
	For Fine Arts, General Financial Literacy, Health & P.E., Science & Social Studies please submit by grade level
	Kindergarten ESL
	1st Grade ESL
	2nd Grade ESL
	3rd Grade ESL
	4th Grade ESL
	5th Grade ESL
	6th Grade ESL
	Grades 7-12 Bilingual

PLEASE REFER TO THE PAGE AT
http://www.schools.utah.gov/CURR/main/Course-Codes-and-Approval.aspx
FOR ACTIVE COURSE CODES FOR BID SUBMISSION

Rubrics for Courses are posted on the page at
http://www.schools.utah.gov/CURR/imc/Rubrics.aspx

INTENTION TO BID FORM

Utah Instructional Materials Adoption
Fall 2012
Utah State Instructional Materials Commission

THIS FORM IS NOW AVAILABLE ONLINE AT
https://spreadsheets.google.com/spreadsheet/viewform?authkey=CIXet64E&hl=en_US&formkey=dENGQkhuMGt5VVlXWXlpLTJvWFdVVlE6MQ#gid=0

Publisher

Publisher Name: *

Main Office Contact: *

Title:

Address: *

Telephone: *

Email Address: *

Company Web Site URL:

Local Sales Representative

Name:

Address:

Publishers will submit this form as a sign of intention to bid. The Instructional Materials staff will provide the contract, bid information. Contract effective date: January 1, 2013 to December 31, 2017 .

BID FILE TEXT FORMAT

All bids must be submitted electronically in the following format. Publishers should save these files in **text format** with their word processor or use a text processing program (such as Wordpad in Windows) that will not produce unique codes.

1,nine zeroes,publisher name
2,isbn number,series title,author,copyright,price,media type
3,ancilary title,ancillary price, ancillary ISBN
4,core code,subject code (ELEMENTARY ONLY)

Here is an explanation:
Line 1 = one,followed by nine zeroes (this is a filler to indicate the beginning of the file), then publisher name
Line 2 = two,then ISBN (numbers only, either10 or 13 digits),then series (sixty characters),then title (sixty characters),then author (twelve characters),then copyright (four numbers),then price (no symbols, two decimal places),then media type (text (for textbook) or soft (for software) or intr (for internet) or mult (for multimedia))
Line 3 = three,then ancillary title (sixty characters), then ancillary price (no symbols, 2 decimal places), ancillary ISBN (numbers only-10 or 13 digits)
Line 4 = core codes (this must be eleven numbers), then 4 digit subject code (ONLY IF ITEM IS FOR K-6)
Here is a listing of 4 digit subject codes for K-6 items:

Fine Arts	0200	Mathematics	0700
World Language	0300	Science	0800
Physical Education	0402	Social Studies	0900
Computer Literature	0500	Health	0401
Language Arts	0600		

Look at this example file (Note the subject code (0700) in the first line 4 below):
1,000000000,ABC PUBLISHER
2,1234567890123,Math 6,Math,Shakespeare,2008,12345.67,TEXT
3,Math 6 workbook,123.45,2345678901234
3,Math 6 teacher manual,234.56,3456789012345
4,22010000007,0700
4,07010000007
2,11223344556,Algebra for Beginners,Algebra 2,Shakespeare,2008,12234.88,INTR
3,Algebra 2 workbook,223.44,44556677889
3,Algebra 2 teacher manual,334.55,5566778899012
4,06030000300
4,06030000310
4,06030000320

Items listed for secondary courses DO NOT need the 4 digit elementary subject codes. Publishers may want to post 6th grade items under these course codes under Elementary/Early Childhood as well as those listed under the subject heading and then 6th grade, e.g. for a 6th grade math book:
4,22010000007,0700
4,07010000007

Considerations:

- There is only one line #1 required in the file as the identifier of the publisher.
- Line #2 identifies the series and the title for the student edition and should not be used for ancillaries (teacher's editions, workbooks, CDs, DVDs, etc.).
- Line #3 is for ancillary items, and also may be used to specify volume licensing and pricing for digital materials.
- There may be more than one line #4 if the item pertains to more than one subject area. There must be at least one line #4 before the next line #2 can be added.
- A single bid file is sufficient for all items submitted.

Please email all bids to alan.griffin@schools.utah.gov

SAMPLING REQUIREMENTS

The purpose of Utah's state recommendation of instructional materials is to help schools acquire the very best available core-related materials and to eliminate those that violate Utah Code or State Board rules. The recommendation process also provides for consistent contract pricing for recommended materials. Utah reviews and approves materials on a semiannual basis, once in the fall and once in the spring. The Utah State Curriculum Materials Commission was created by legislative mandate over 100 years ago, emphasizing the persistent interest in curriculum materials that promote the intellectual and social development of Utah's school children.

The Commission oversees the subject specific evaluation committees composed of highly qualified teachers. To ensure non-partisan, unbiased evaluations, the Commission is made up of eleven Commissioners from various backgrounds, ranging from District Superintendents to Lay Citizens. To maintain a fair and independent evaluation process, all Commissioners and Evaluation Committee members serve on a volunteer, non-stipend basis. Each Commissioner personally reviews all materials submitted for approval. The Commission then reviews all Committee evaluations and submits its recommendations directly to the Utah State Board of Education. This multi-level evaluation process, involving numerous people, guarantees to each publisher equity and fairness in the bidding and sales process necessary in today's competitive world of curriculum materials.

Samples of instructional materials submitted for review are due to the Utah State Office of Education by the posted dates on the IMC review schedule. Samples must be clearly labeled as "OFFICIAL ADOPTION SAMPLES," and marked with the content area for which they have been submitted. Samples sent by US Mail MUST be sent to the following address:

Utah Instructional Materials Adoption
Utah State Office of Education
Instructional Materials Center, Room 26
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200

UPS, FEDEX, DHL, etc. **will not** ship to a PO BOX and therefore their packages must be sent to the former USOE physical shipping address listed below**. (Make sure to use this address only for these types of shipments to ensure prompt delivery.)**

Utah Instructional Materials Adoption
USOE
250 East 500 South
Salt Lake City, UT 84111

Publishers must specify "INSIDE DELIVERY TO ROOM 26" instructions to mail and freight companies for all samples sent to the Utah State Office of Education. Samples will not be returned to the publisher and must be sent free of charge. Please DO NOT include display cases, promotional setup racks or temporary product housings. There is limited storage space, and these items will be discarded.

A. Text Materials

1. Individual Titles - **Three copies** of the **student edition** and **three copies** of the **teacher edition**, along with **one copy of the listed ancillary materials**.
2. Series - **One copy** of each main title and related ancillary materials.

B. Software, CD-ROMS, Multimedia & Online Curriculum

1. One copy of main software title or multimedia program along with any available ancillary materials. For online programs you must send 3 copies of the instructions/passwords for accessing your program.
2. Software or online material publishers are requested to send information or catalogs about the software or multimedia program to each member of the Utah State Instructional Materials Commission. Commission members reserve the right to request sample copies of material from publishers.

C. Instructional Materials Commission

The publisher must send one additional copy of the material submitted for review to each member of the Utah State Instructional Materials Commission by the due date on the posted schedule. Samples to the Commission should also be sent free of delivery or freight charges.

Please let your freight companies know that they ARE REQUIRED to deliver the samples inside the building. Commissioners reserve the right to refuse delivery of material if asked to pay shipping charges or if the shipping agent refuses to move the material to the specified indoor location.

PLEASE CHECK THE WEBSITE FOR ADDRESSES OF COMMISSION MEMBERS:
http://www.schools.utah.gov/CURR/imc/Commission-Members.aspx

Please send all of the components of a program at the same time and in the same carton to help the Commission more easily organize and evaluate the materials.

D. Samples to Colleges of Education

The Utah State Office of Education has joined together with the Universities and Colleges of Education in an effort to establish an instructional materials resource center for education students. Publishers are requested, but not required, to participate in sending samples to the Colleges of Education. Publishers, who wish to participate in this program, please send one copy or a representative sample of materials to each College of Education listed at the following website: http://www.schools.utah.gov/CURR/imc/News-and-Information/Colleges.aspx .

INSTRUCTIONAL MATERIALS CONTRACT
UTAH STATE OFFICE OF EDUCATION
Spring 2012

WHEREAS, the Publisher has the capability of supplying the listed instructional material required by the Utah State Office of Education (hereafter referred to as the USOE) to public schools, with the exception of charter schools,

NOW THEREFORE, the Publisher agrees as follows:

1. **RECOMMENDATION OF INSTRUCTIONAL MATERIALS.** All instructional materials bid and sampled to the USOE will be reviewed by subject area advisory committees that will assign each series or title to a category. They will then be submitted to the Instructional Materials Commission for further consideration before final recommendations are sent to the State Board of Education. Categories are:
    a. **Recommended Primary.** Instructional materials that are in alignment with content, philosophy and instructional strategies of the Core; are appropriate for use by students as principal sources of study; provide comprehensive coverage of course content; and support Core or current assessment requirements or both.
    b. **Recommended Limited.** Instructional materials that are in limited alignment with the Core or current assessment requirements or are narrow or restricted in their scope and sequence. If school districts or schools select and purchase materials designated under this category, it is recommended that they have a plan for using appropriate supplementary materials assuring coverage of Core requirements.
    c. **Recommended Teacher Resource.** Instructional materials that are appropriate as resource materials for use by teachers.
    d. **Recommended Student Resource**. Instructional materials aligned to the Core or that support U-PASS that are developmentally appropriate, but not intended to be the primary instructional resource. These materials may provide valuable content information for students.
    e. **Reviewed, But Not Recommended**. Instructional materials that may not be aligned with the Core, may be inaccurate in content, include misleading connotations, contain undesirable presentation, or are in conflict with existing law and rules. School districts are strongly cautioned against using these materials.
2. **PURCHASE OF INSTRUCTIONAL MATERIAL.** Subject to the good faith requirements of the USOE which shall be binding upon the Publisher, and further subject to legislative appropriations, which the USOE will distribute to Utah school districts, state institutions, adult education centers, career and technical colleges, and charter schools as agents (hereinafter referred to as "schools") in accordance with Section 53A-14-101 and State Board of Education Rule R277-469, the schools may purchase from the Publisher, and the Publisher agrees to furnish and provide distribution to the schools, the instructional material designated in the attached bid sheet and incorporated by reference as though fully set forth herein, for a period of five years, beginning **July 1, 2012** and ending **June 30, 2017**.
3. **CONTRACT PRICING.** The Publisher agrees to the listed contract price for the five-year term of the contract and understands R277-469 does not allow any price escalation within the contract period. The contract period will begin **July 1, 2012** and end on **June 30, 2017**.
4. **IN-STATE DISTRIBUTION POINT (Depository).** The Publisher is free to contract with one or more depositories located within the State of Utah according to R277-469. A Publisher is free to sell directly to Utah schools provided the Publisher agrees to keep a sufficient stock of recommended material within the State of Utah to meet demands for distribution.
5. **REQUEST FOR SUBSTITUTION.** The Publisher may request a substitution for the edition currently recommended provided that:
    - The original contract price and contract date do not change and the original contract price applies for the substituted material.
    - The revised edition is compatible with the earlier edition, permitting use of either or both in the same classroom.
    - A sample copy of the contracted and revised edition is provided to the USOE Instructional Materials Specialist for examination purposes prior to the approval of the substitution.

    The Commission shall make the final determination about the substitution of a new edition for a previously recommended edition with assistance from the USOE subject area specialist. If the Commission approves the substitution, the publisher agrees to submit an updated version of the program or textbook to the NIMAC for use in the creation of Braille, large print, or other formats for students with print disabilities as indicated in **Senate Bill 99 of 2002, section 53A-25a-105**.

6. **REQUEST FOR RECONSIDERATION.** The Publisher may request reconsideration of instructional material when the Publisher disagrees with the initial Commission recommendation.
    a. A Publisher shall have 30 days to respond to the evaluation and request to have materials reviewed again during the next applicable review cycle.
    b. During the period of reconsideration request, materials shall be marked as tentative and shall not be given official status. These materials shall not be posted to the Internet site until recommended through the official instructional material process.
    c. A Publisher may be asked to send a second set of sample materials to the USOE.
    d. A Publisher will submit in writing their argument for reconsideration. This information will be provided to the second review committee and the subject area specialist, as well as the Instructional Materials Commission.
    e. If the Commission votes to change the recommendation, the State Board of Education shall consider the Commission's revised recommendation at the next scheduled Board meeting and make a final decision.
    f. A Publisher will receive written notification that a recommendation is final, and shall receive a copy of the new evaluation. Evaluations may now appear on the Internet if materials are recommended.
7. **FREE OR REDUCED-COST MATERIAL.** The Publisher agrees that any free or reduced cost material and/or service listed on the Publisher's original bid document will be made available on an equitable basis to all schools within Utah.
8. **NIMAS AGREEMENT.** The Publisher agrees to prepare and submit, on or before **July 1, 2012,** a NIMAS file set to the NIMAC for every basal, core, or primary text that complies with the terms and procedures set forth by the NIMAC. The files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS file sets to the NIMAC.
9. **TERMINATION.** In the event the Publisher fails or refuses to perform this Agreement or any of its conditions, regardless of excuse of contingency, the USOE may, through the Instructional Materials Commission, terminate all or part of this agreement. If part of the Agreement is terminated pursuant to this paragraph, the remaining parts of the agreement shall remain in full force and effect. This provision does not waive any other rights or remedies of the USOE.

EFFECTIVE DATE: This Agreement becomes effective upon the last dated signature.

IN WITNESS WHEREOF, the Publisher has hereunder affixed signature.

Publisher: _____

_____ _____

Publisher Representative (please print) Publisher Representative (please sign)

_____ _____

Publisher Representative Title or Position Date

OFFICE USE ONLY	
☐ **Primary** ☐ **Supplemental (including Limited, Teacher Resource, Student Resource, Reviewed But Not Recommended)**	**If Primary (see below)**
Independent alignment to the Core completed: Yes ☐ No ☐	
Electronic version in NIMAS file format sent to NIMAC: Yes ☐ No ☐	

SAMPLE THIRD GRADE MATHEMATICS CORE

Common Core Math Standards – Grade 3

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers,e.g.,interpret5×7 as the total number of objects in5groups of7objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56÷8 as the number of objects in each share when 56 objects are partitioned equallyinto8shares,orasa number of shares when 56 objects are partitioned into equal shares of8objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

3. Use multiplication and division within100to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*

6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division(e.g., knowing that8× 5=40, oneknows40÷5 =8)or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3. Multiply one-digit whole numbersbymultiplesof10intherange 10–90(e.g.,9 ×80,5×60) using strategies based on place value and properties of operations.

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantityformedby1part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from0to1 as the whole and partitioning it into b equal parts. Recognize that each part has size$1/b$ and that the endpoint of the part basedat0locates the number$1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0.Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., 1/2= 2/4,4/6 =2/3). Explain why thef ractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >,=,or<,and justify the conclusions, e.g., by using a visual fraction model.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

SAMPLE INSTRUCTIONAL MATERIALS EVALUATION RUBRIC – MATHEMATICS

Title _____ ISBN# _____

Curriculum Coverage	**3**	**2**	**1**	**0**	**Rating**
Meets Core Standards and Objectives	80% of the common core objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	70% of the common core objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	50% of the common core objectives are covered.	Less than half of the common core objectives are covered.	
Content	Accurate information reflecting current mathematical knowledge. No content bias.	Some inaccuracies found, however information reflects current mathematical knowledge. No content bias.	Many inaccuracies were found on major mathematical concepts or content bias created problems with mathematical concepts.	Major inaccuracies found in mathematical content or concepts.	
Covers Intended Learning Outcomes	Materials support and encourage students to the Standards for Mathematical Practice as outlined in the CCSS.	Materials provide a range of activities with set outcomes. Practice Standards are mentioned but not incorporated into instructional process.	Materials provide a set of explicit step-by-step instructions. Limited attention is paid to Practice Standards.	No hands-on activities. No attention is paid to Practice Standards.	
Age	A wide range of activities to	Some activities are adaptable to the	Limited developmentally	Age appropriate issues	

Appropriate	accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	are not addressed. Several activities are not based on appropriate levels.	
Pedagogically Sound	Facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students. Includes a wide variety of pedagogical strategies for flexible grouping and instruction.	Encourages and assists teachers in addressing learning styles and individual needs of students. Includes various pedagogical strategies for flexible grouping and instruction.	Addresses differences in learning and teaching to a limited degree. Includes some pedagogical strategies for flexible grouping and instruction.	Hinders effective pedagogy.	

Physical Qualities	**3**	**2**	**1**	**0**	**N/A**
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs; All labeled correctly.	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, are designed to help teachers, parents/guardians, and students connect text to Core Curriculum.	Tables of contents, indices, glossaries, are designed to help teachers, parents/guardians, and students find concepts in the text	Simple tables of contents, indices, glossaries, are included.	Is missing one or more of the following: simple table of contents, glossaries, or indices.	
Ancillary Materials	**3**	**2**	**1**	**0**	**N/A**
Teacher Materials	Lesson plans are easy to understand and implement; are clearly written and presented with accurate concepts .	Most lesson plans are easy to understand and implement; are clearly written and presented with accurate concepts.	Lesson plans are difficult to understand.	No lesson plans.	
	Mathematical terms are defined in academic language and appropriately used.	Mathematical terms are defined and appropriately used.	Academic vocabulary is absent. Mathematical terms are poorly defined.	Text lacks mathematical academic language and terminology.	

	Incorporates integration suggestions to other curriculum areas.	Most integration supports other curricular areas.	Some integration support for other curricular areas.	No integration support available.	
	Investigations and problem solving activities focus on demonstrating and discovering mathematical principles in the content area.	Investigations and problem solving activities connect to mathematical principles in the content area.	Investigations and problem solving activities are not related to content area.	Few or no investigative activities.	
	Several ESL strategies and activities that support classroom learning are provided.	Some ESL strategies and activities that support classroom learning are provided.	A few ESL strategies and activities that support classroom learning are provided.	No ESL strategies and activities are provided	

Ancillary Materials cont.	**3**	**2**	**1**	**0**	**N/A**
Student Materials	Investigations and problem solving activities focus on purposeful discovery of mathematical principles in the content area.	Investigations and problem solving activities connect to mathematical principles in the content area.	Investigations and problem solving activities do not necessarily lead to mathematical principles.	Activities are fun but do not develop mathematical understanding.	
	Activities incorporate extensive use of CCSS Practice Standards and Standards for Understanding..	Activities encourage the use of Practice Standards and Standards for Understanding to develop mathematical principles.	Activities mention the use of Practice Standards and Standards for Understanding to develop mathematical principals.	Activities do not encourage use of Practice Standards or Standards for Understanding.	
	Includes ideas to extend concepts in real world applications.	Some ideas are included to extend concepts in real world applications.	Limited real world applications.	No real world applications suggested.	
Parent Materials	Daily homework assignments and activities support classroom learning and are written so that parents/guardians can help their children.	Suggested strategies and activities to assist parents/guardians are included by unit.	Limited activities available for parent/guardian use.	No parent/guardians activities included.	
	Materials to be sent home to parents are available in several languages.	Materials to be sent home to parents are available in one other language.	Materials to be sent home to parents are provided in English only.	No reports or parent materials are available.	
Manipulatives	Manipulatives are provided and are appropriate.	Manipulatives are provided.	Manipulatives are not provided.	Manipulatives are not part of the program.	
	Manipulatives can be replaced economically and locally.	Manipulatives can be replaced locally or by mail order.	Needed manipulatives can be obtained locally or special ordered.		
Technology (teachers)	**3**	**2**	**1**	**0**	**N/A**

Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	

Technology (teachers) cont.	**3**	**2**	**1**	**0**	**N/A**
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and include a variety of cultures, ethnic groups, etc.	Information is current and include some variety of cultures, ethnic groups, etc.	Information is mostly current but very few cultures, ethnic groups, etc. are included.	Information is out-of-date and only one culture or ethnic groups is represented.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Technology (students)	**3**	**2**	**1**	**0**	**N/A**
Calculator	Appropriate activities and materials are provided to explore and prove conjectures.	Activities help students learn use to use calculator to explore concepts	Activities to learn to use calculators	No use of calculators or calculators used to check work only.	
Computer	Software allows students to explore and prove mathematical conjectures	Software allows students to explore math conjectures	Software demonstrates processes for mathematical applications	Drill and practice only	
Universal Access	**3**	**2**	**1**	**0**	**N/A**
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., different learning styles, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed learning difficulties.	Provides limited strategies to assist learning challenged students.	Inappropriate strategies to assist learning challenged students.	

	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	**3**	**2**	**1**	**0**	**N/A**
Provides a variety of assessment options	Multiple measurements of individual student progress occur at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts and occur only at the end of units or chapters.	Assessment requires students to apply few concepts and provides few measures of individual progress.	A single assessment method is used for summative purposes only.	

Assessment cont.	**3**	**2**	**1**	**0**	**N/A**
Assessment tools	Scoring tools and rubrics in assessment package.	Some scoring tools and rubrics provided.	Very few assessment tools are provided.	Answer keys to paper and pencil assessments.	
Assessment alignment to objectives	Assessment is provided to assess 80% of stated objectives with a variety of assessment strategies and items.	Assessment is provided to assess 70% of stated objectives.	Assessment is provided to assess 50% of stated objectives.	Assessment is provided to assess less than 50% of stated objectives.	
Assessment for understanding	Assessment requires the application of ideas and concepts.	Assessment requires the application of some ideas and concepts.	Assessment requires the application of few ideas and concepts.	No application of ideas and concepts.	

INSTRUCTIONAL MATERIALS REVIEW FORM

Utah State Office of Education

ISBN:

Title: **Grade Level:**

Publisher: **Copyright:**

Type (textbook, media, ancillary materials, online courseware):

Evaluation (As determined by rubric comparison; use additional pages if necessary):

Recommendation:

____ Recommended Primary: Materials that are in alignment with content, philosophy and instructional strategies of the Core

____ Recommended Limited: Materials that may be used or purchased and are in limited alignment with the Core or U-PASS requirements

____ Recommended Teacher Resource: Materials that may be used or purchased for use as resource material only.

____ Recommended Student Resource: Materials aligned to the core that are developmentally appropriate, but not intended to be the primary resource.

____ Reviewed, but not Recommended: Materials may not be aligned with the Core, may be inaccurate, misleading, or are unsuitable for student use.

____ Not Sampled: Materials in the bid were not sampled to USOE or the Instructional Materials Commission.

____ Not Reviewed: Materials not reviewed by may be purchases consistent with the law, rule, and district review - AP, IB, concurrent enrollment, reference.

Reviewers: **Date:**

NIMAS AGEEMENT

The **Instructional Materials Agreement** (contract) between the Utah State Office of Education and each publisher wishing to have materials adopted states:

"NIMAS AGREEMENT. The Publisher agrees to prepare and submit, on or before **July 1, 2012,** a NIMAS file set to the NIMAC for every basal, core, or primary text that complies with the terms and procedures set forth by the NIMAC. The files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS file sets to the NIMAC."

Publishers are required to submit files for adoption materials that are "Recommended Primary" and approved by the Utah State Board of Education. These files should be submitted to NIMAC and listed on the database housed at http://nimac.privatereserve.com/ . A digital identification number will be issued for every certified file in the NIMAC. An email message with a table listing of ISBN and identification numbers should be sent to alan.griffin@schools.utah.gov as proof that the files were accepted.

FOR OFFICE USE ONLY	
RECEIVED	
COMPLETED	
ADOPTION CYCLE	

APPEAL REQUEST FORM

Instructions for submitting an appeal:

1. Appeals must be received within thirty days of publisher reports notification, meaning the publisher reports, generally sent out in May and in November.
2. Fill out this form and send it along with one copy of the materials you are requesting an appeal for. Please package in the same box and mail to Alan Griffin, using the following guidelines:
   - **If using the Post Office, mail to:**
     Alan Griffin
     Utah State Office of Education
     250 East 500 South
     PO Box 144200
     Salt Lake City, Utah 84114-4200

   - **If using a shipping service, such as FedEx or UPS, etc., mail to:**
     Alan Griffin
     Utah State Office of Education
     250 East 500 South
     Salt Lake City, Utah 84111

3. Appeals will be completed during the next Bid Cycle, either spring or fall, in which the subject of the material is being considered.
4. If you are requesting an appeal for a whole series, you must re-submit all grade levels in the series.

Publisher Name:	
SERIES NAME:	
STUDENT EDITION TITLE:	
GRADE LEVEL:	
ISBN:	

Full explanation of appeal

In the following table, please fully explain your reasons for appealing the review of your materials. If there is not enough room, please attach a letter of explanation.

I, _____, understand that the above materials will be put on appeal status, which
Official Signature
entails, removing the material from the Recommended Instructional Materials Searchable Database (RIMS) until the material is re-examined and a recommendation is made by the Utah State Board of Education.

_____

Printed Name of Signee and position of authority

SUBSTITUTION POLICY

Revisions of Currently Adopted Textbooks

A revised edition of a book that is already on the adopted list must be submitted for adoption according to normal procedures. However, if the revision retains the original title and authorship, the publisher may request its substitution for the book currently adopted, providing that:

1. The originally contracted price does not change.

2. The revised edition is totally compatible with the earlier adopted edition, permitting use of either or both in the same classroom.

3. A sample copy of the revised edition is provided for examination purposes.

The staff of the State Textbook Commission will make the final decision regarding substitution of a revised edition meeting the above requirements, based on recommendations received from the state subject area specialist. The request form below may be found on the website at http://www.schools.utah.gov/curr/IMC.

FOR OFFICE USE ONLY	
OLD COPYRIGHT RC'D	
NEW COPYRIGHT RC'D	
COMPLETED	

SUBSTITUTION REQUEST FORM

Instructions for submitting a substitution:

1. Fill out this form and send it with the materials you are requesting a substitution for in the same box at the same time to Alan Griffin, using the following guidelines:
   - **If using the Post Office, mail to:**
     Alan Griffin
     Utah State Office of Education
     250 East 500 South
     PO Box 144200
     Salt Lake City, Utah 84114-4200
   - **If using a shipping service, such as FedEx or UPS, etc., mail to:**
     Alan Griffin
     Utah State Office of Education
     250 East 500 South
     Salt Lake City, Utah 84111
2. Substitutions will be completed ideally within two weeks of the date we receive this form and the materials together. However, there may be times when a high work load requires more time for completion.
3. If you are requesting a substitution for a whole series, you must submit all grade levels.
4. Please complete a copy of this form for each grade level.

Publisher Name:	
SERIES NAME:	
STUDENT EDITION TITLE:	
GRADE LEVEL:	

Old ISBN	Old Copyright	New ISBN	New Copyright	Type (Student Edition, Teacher Edition, Ancillary)

I, _____, understand that if the above substitution is approved, the old contract will be

Official Signature void and removed from the Recommended Instructional Materials Searchable Database.

_____

Printed Name of Signee and position of authority.

TEXTBOOK DEPOSITORY POLICY

Utah State Instructional Materials Commission

Publishers are required to have adopted text materials and any related ancillary materials on deposit in Utah. To meet this requirement, publishers will assure that a Utah depository location is maintained which can provide the following services in Utah: warehouse, ample numbers of texts and related ancillary materials, receive purchase orders and verify prices according to Utah textbook contracts, process return of text materials from districts or schools, maintain a Utah location where districts or schools may locally pick up textbook purchases, and respond to any inquiries regarding bills and payments from districts or schools. The State Instructional Materials Commission does not designate any individual corporation or business institution as the official textbook depository. Agreements in this regard are made between textbook publishers and local vending institutions.

Materials provided online or in digital format only are exempt from this requirement so long as prompt access and delivery with 48 hours is insured.

R277. Education, Administration.

R277-469. Instructional Materials Commission Operating Procedures.

R277-469-1. Definitions.

A. "Advanced placement materials" means materials used for the College Board Advanced Placement Program and classes. The program policies are determined by representatives of member institutions. Operational services are provided by the Educational Testing Service. The program provides practical descriptions of college-level courses to interested schools and student test results based on these courses to colleges of the student's choice. Participating colleges grant credit or appropriate placement, or both, to students whose test results meet standards prescribed by the college.

B. "Basic skills course" means a subject which requires mastery of specific functions to include reading, language arts, mathematics through geometry, science, in grades 4 through 12, and effectiveness of written expression.

C. "Board" means the Utah State Board of Education.

D. "Commission" means the Instructional Materials Commission.

E. "Curriculum alignment" means the assurance that the material taught in a course or grade level matches the standards, objectives and assessments set by the state or school district for specific courses or grade levels.

F. "Curriculum map" means a visual representation, a tool, for assisting developers to conceptualize shared visions and values which will drive the curriculum as a whole. Sometimes called a concept map, this tool clarifies a plan for knowledge construction; it shows the links and relationships between concepts.

G. "Instructional materials" means systematically arranged content in text or digital format which may be used within the state curriculum framework for courses of study by students in public schools, including textbooks, workbooks, computer software, online or internet courses, CDs or DVDs, and multiple forms of communication media. Such materials may be used by students or teachers or both as principal sources of study to cover any portion of the course. These materials:

(1) shall be designed for student use; and

(2) may be accompanied by or contain teaching guides and study helps;

(3) shall include all textbooks, workbooks and student materials and supplements necessary for a student to fully participate in coursework; and

(4) shall be high quality, research-based and proven to be effective in supporting student learning.

H. "Independent party" means an entity that is not the Board, not the superintendent of public instruction or USOE staff, or an employee or board member of a school district, or the instructional materials creator or publisher, or anyone with a financial interest in the instructional materials, however minimal.

I. "Integrated instructional program" means any combination of textbooks, workbooks, software, videos, transparencies, or similar resources used for classroom instruction of students.

J. "Instructional materials provider" means a publisher or author and self-publisher who sells or provides instructional materials for use in Utah public schools.

K. "International Baccalaureate" means college level work, limited in subject areas, which balances humanities and sciences in an interdisciplinary, global academic program that is both philosophical and practical. This multi-cultural experience emphasizes analytical and conceptual skills and aesthetic understanding for advanced students.

L. "National Instructional Materials Access Center (NIMAC)" is a central national repository established at the American Printing House for the Blind (APH) to store and to maintain NIMAS file sets. It features an automated system for allowing publishers to deposit NIMAS-conformant files within the repository. Files are checked to confirm that they are valid NIMAS-conformant files and then cataloged in a web-based database. Those who have been authorized for access have user identifications and passwords. These authorized users may search the NIMAC database and directly download the file(s) they need to convert into accessible instructional materials for those students who are in elementary and secondary schools and have qualifying disabilities.

M. "National Instructional Materials Accessibility Standard (NIMAS)" is a technical standard used by publishers to produce consistent and valid XML-based source files that may be used to develop multiple specialized formats, such as Braille or audio books, for students with print disabilities.

N. "Not recommended materials" means instructional materials which have been reviewed by the Commission but not recommended.

O. "Primary instructional material" means a comprehensive basal or Core textbook or integrated instructional program for which a publisher seeks a recommendation for Core subjects designated in R277-700-4, 5, and 6.

P. "Public website" means a website designated by the USOE provided by the publisher of instructional materials, free-of-charge, to teachers and the general public, to exhibit alignment and mapping to the Core for Utah primary instructional materials.

Q. "Recommended instructional materials (RIMs)" means the recommended instructional materials searchable database provided as a free service by the USOE for the posting of evaluations and alignments to the Core of instructional materials submitted by publishers and on the public website of the publisher, if applicable, for review by the Commission and approval of the Board.

R. "State Core Curriculum (Core)" means minimum academic standards provided through courses as established by the Board which shall be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. The Core is provided in R277-700.

S. "USOE" means the Utah State Office of Education.

T. "Utah Performance Assessment System for Students (U-PASS)" means:

(1) criterion-referenced achievement testing of students in all grade levels in:

(a) language arts (grades 3-11);

(b) mathematics (grades 3-7) and pre-algebra, elementary Algebra 1, Algebra 2 and geometry;

(c) science (grades 4-8) and earth systems, biology, chemistry, and physics; and

(2) an online direct writing assessment in grades 5 and 8;

(3) a tenth grade basic skills competency test as detailed in Section 53A-1-611 (suspended through at least the 2011-2012 school year); and

(4) the use of student behavior indicators in assessing student performance.

(5) The U-PASS Performance Report is suspended through at least the 2011-2012 school year.

R277-469-2. Authority and Purpose.

A. This rule is authorized under Utah Constitutional Article X, Section 3 which vests general control and supervision over public education in the Board, by Section 53A-14-101 which directs the Board to appoint an Instructional Materials Commission and directs the Commission to evaluate instructional materials for recommendation by the Board, by Section 53A-14-107 which directs the Board to make rules that establish the qualifications of the independent parties who may evaluate and map the alignment of the primary instructional materials and requirements for the detailed summary of the evaluation and its placement on a public website, and by Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. The purpose of this rule is to provide definitions, operating procedures and criteria for recommending instructional materials for use in Utah public schools. The rule also provides for mapping and alignment of primary instructional materials to the Core consistent with Utah law.

R277-469-3. Use of State Funds for Instructional Materials.

A. School districts may use funds:

(1) for any primary supplemental or supportive instructional materials that support Core or U-PASS requirements.

(2) for instructional materials selected and approved by a school or school district consistent with the standards of this rule and:

(a) consistent with established local board procedures and timelines; and

(b) consistent with Section 53A-13-101(1)(c)(iii); or

(c) consistent with Section 53A-14-102(4).

B. Schools or school districts that use any funding source to purchase materials that have not been recommended or selected consistent with law, may have funds withheld to the extent of the actual costs of those materials pursuant to Section 53A-1-401(3).

C. Free instructional materials:

(1) that are used as primary instructional materials or that are part of primary integrated instructional programs shall be subject to the same independent party evaluation and Core mapping as basal or Core material; or

(2) if free materials are provided as part of a supplemental program, they may be used as student instructional materials only consistent with the law and this rule; and

(3) shall be reviewed and recommended by the Commission or by a school in a public meeting consistent with Section 53A-14-102(4), prior to their use.

D. Charter schools are exempt from Section 53A-14-107. Despite this exemption and consistent 34 CFR 300.172(c) (2007 edition), hereby incorporated by reference, all public schools subject to a state education agency that contracts with NIMAC require publishers with whom the public schools under the control of the state education agency contract to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of

the print instruction materials using the NIMAS or purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

E. Notice to publishers

(1) All traditional and charter public schools shall be responsible for notifying all publishers with whom they contract for instructional materials beginning October 1, 2008 that all materials shall be provided consistent with R277-469-3D.

(2) Traditional and charter schools shall include a copy of R277-469, drawing publishers' attention to this provision of the rule, with the notice to publishers from whom the schools purchase materials.

(3) Schools shall provide publishers with timely notice of this requirement.

R277-469-4. Instructional Materials Commission Members Terms of Service.

A. Members shall be appointed from categories designated in Section 53A-14-101.

B. Members of the Commission shall serve four year terms, staggered to ensure continuity in the efficient operation of the Commission. Members may apply for reappointment for one additional term.

C. The Commission may establish subcommittees as needed.

R277-469-5. Commission Review of Materials.

A. The primary focus of instructional materials review shall be materials used in subjects assessed under U-PASS to include reading, language arts, mathematics through geometry, science, in grades 4 through 12, and effectiveness of written expression, and other Core subject areas as assigned by the Board.

B. Subject areas and timelines for review shall be determined by the Commission based on school district needs and requests, and using forms and procedures provided by the USOE.

C. Commission review of material takes place at least annually.

R277-469-6. Review and Adoption Categories.

Materials may be considered for review by the Commission and designated under the following categories. They may be purchased with state funds and used consistent with this rule:

A. Recommended Primary: Instructional materials that:

(1) are in alignment with content, philosophy and instructional strategies of the Core;

(2) have been mapped and aligned to the Core, consistent with Section 53A-14-107 after the 2012-2013 school year;

(2) are appropriate for use by students as principal sources of study;

(3) provide comprehensive coverage of course content; and

(4) support Core or U-PASS requirements or both.

B. Recommended Limited: Instructional materials that are in limited alignment with the Core or U-PASS requirements or are narrow or restricted in their scope and sequence. If school districts or schools select and purchase materials designated under this category, it is recommended that they have a plan for using appropriate supplementary materials assuring coverage of Core requirements.

C. Recommended Teacher Resource: Instructional materials that are appropriate as resource materials for use by teachers.

D. Recommended Student Resource: Instructional materials aligned to the Core or that support U-PASS that are developmentally appropriate, but not intended to be the primary instructional resource. These materials may provide valuable content information for students.

E. Reviewed, but not Recommended: Instructional materials that may not be aligned with the Core, may be inaccurate in content, include misleading connotations, contain undesirable presentation, or are in conflict with existing law and rules. School districts are strongly cautioned against using these materials.

F. Not Sampled: Instructional materials that were included in the publisher bid but were not sampled to the USOE or the Commission.

R277-469-7. Criteria for Recommendation of Instructional Materials Following Mid-Party Evaluation of Core Curriculum.

A. Instructional materials shall:

(1) be consistent with Core or U-PASS requirements or both;

(2) if used as primary materials, be mapped and aligned to the Core consistent with Section 53A-14-107 and state adopted assessments as applicable for the 2012-2013 school year;

(3) be high quality, research-based and proven to be effective in supporting student learning;

(4) provide an objective and balanced viewpoint on issues;

(5) include enrichment and extension possibilities;

(6) be appropriate to varying levels of learning;

(7) be accurate and factual;

(8) be arranged chronologically or systematically, or both;

(9) reflect the pluralistic character and culture of the American people and provide accurate representation of diverse ethnic groups;

(10) be free from sexual, ethnic, age, gender or disability bias and stereotyping; and

(11) be of acceptable technical quality.

B. Publishers, when submitting new primary material to be evaluated by the USOE, shall submit an electronic version in NIMAS file format of that material to the National Instructional Materials Access Center (NIMAC) for use in conversion into Braille, large print, and other formats for students with print disabilities.

C. USOE review:

(1) The USOE may require a school district to provide a report of instructional materials purchased by the school district or a school in the previous five years.

(2) The USOE may initiate a formal or informal audit of instructional materials purchased to determine purchase or use of instructional materials consistent with the law or this rule.

R277-469-8. Agreements and Procedures for School Districts.

A. A local board shall establish a policy for school district and school selection and purchase of instructional materials.

B. The detailed Core curriculum alignment shall be required prior to the purchase of primary instructional materials by public schools and school districts purchased for the 2012-2013 school year.

R277-469-9. Qualifications for Core Curriculum Alignment Independent Parties.

Independent parties required to meet mapping and alignment requirements for the 2012-2013 school year shall use reviewer(s)/employee(s) who meet the following minimum requirements:

(1) have a degree or an endorsement specific to the subject area of the primary instructional materials. For example, a reviewer who is aligning an American literature text shall have an English endorsement or degree; a reviewer who is mapping a calculus text shall have a mathematics endorsement or a related mathematics degree. The USOE shall make available to independent parties a list of acceptable endorsements or degrees that shall be current and valid for appropriate review of materials; and

(2) may not be current employees of a publishing company seeking the alignment and map of primary instructional materials;

(3) shall post documentation of credentials and endorsements on a public website designated by the USOE as required under Section 53A-14-107(3)(b).

R277-469-10. Detailed Summary Requirements.

Independent parties required to meet mapping and alignment requirements for the 2012-2013 school year shall provide to the publisher a detailed summary of the evaluation. The summary shall:

A. be provided on a public website required under Section 53A-14-107(3)(b) designated by the USOE;

B. submit the summary in the alignment template provided by the USOE;

C. submit the summary in a searchable, software database format designated by the USOE;

D. include detailed alignment information that includes at a minimum:

(1) the title of the material;

(2) the ISBN number;

(3) the publisher's name;

(4) the name/grade of the Core document used to align the material;

(5) the overall percentage of coverage of the Core;

(6) the overall percentage of coverage in ancillary resources of the material to the Core;

(7) the percentage of coverage of the Core in the material for each standard, objective and indicator in the Core with corresponding page numbers;

(8) percentage of coverage of the Core not covered in the material but covered in the ancillary resources for each standard;

(9) objective and indicator in the Core with corresponding page numbers; and

E. provide the detailed alignment information listed in R277-469-10D(4) for the student text for all editions of the text that are used in Utah public schools;

F. provide the detailed alignment information listed in R277-464-10D(4) for a teacher edition of text, if a teacher edition is used in Utah public schools;

G. provide a map of the materials detailing when the materials should be used in a 180 day school schedule including the standard, objective and indicator of the item to be taught with corresponding page numbers; the recommended use of the material, such as to introduce a concept, to gain information about a concept, to extend understanding of a concept, to apply a concept, or to assess a concept; and hyperlinks to other materials, websites, or lesson plans that correspond to the concept.

H. designate at the conclusion of the alignment document, the reviewer's evaluation of the material's alignment to the Core curriculum on a scale of 1-10, with 10 indicating the closest alignment to the Utah Core curriculum; and

I. provide an assurance, including a personal (electronic is adequate) signature that the work was completed personally and as required by the licensed and endorsed reviewer.

R277-469-11. Agreements and Procedures for Publishing Companies.

A. Beginning with the 2012-2013 school year, publishing companies desiring to sell primary instructional materials to Utah school districts and schools shall:

(1) contract with an independent party who meets the requirements in R277-469-9 to align and map the primary instructional material and related ancillary materials to the appropriate Utah Core with the following provisions:

(a) the publisher provides a detailed summary of the Core alignment and mapping as described in R277-469-10 at no charge; and

(b) the publisher pays the costs associated with the requirements of Section 53A-14-107.

(2) The requirements under R277-469-9-A(1) shall only be performed by entities consistent with Section 53A-14-107(2).

B. Publishers seeking to sell recommended materials to Utah schools or school districts shall have adopted materials on deposit at an instructional materials depository in the business of selling instructional materials to schools or school districts in Utah.

C. Depository agreements may be made between publishers of materials and one or more depository.

D. The provisions of R277-469-11 shall not preclude publishers from selling instructional materials to schools or school districts in Utah directly or through means other than the designated depository.

E. Recommended materials with revisions:

(1) If a revised edition of recommended materials retains the original title and authorship, the publisher may request its substitution for the edition currently recommended providing that:

(a) the original contract price and contract date do not change and the original contract price applies for the substituted materials;

(b) the revised edition is compatible with the earlier edition, permitting use of either or both in the same classroom;

(c) a sample copy of the revised edition is provided to the USOE Instructional Materials Specialist for examination purposes;

(d) the publisher submits a revised electronic edition in NIMAS file format to the National Instructional Materials Access Center (NIMAC) if the USOE approves the substitution request; and

(e) a new curriculum alignment and map summary is provided after the 2012-2013 school year.

(2) The Commission shall make the final determination about the substitution of a new edition for a previously recommended edition with assistance from the state subject area specialist.

F. A publisher's contract price for materials recommended by the Commission shall apply for five years from the contract date.

R277-469-12. Request for Reconsideration of Recommendation.

A. A request for reconsideration is an additional opportunity provided to a school district, school or publisher for review of instructional materials when the school district, school or the publisher disagrees with the initial Commission recommendation.

B. The request for reconsideration procedure is as follows:

(1) A school district, school or publisher shall receive the evaluations and recommendations from the USOE of the initial review.

(2) A school district, school or publisher shall have 30 days to respond to the evaluation and request to have materials reviewed again during the next review cycle.

(3) During the period of the reconsideration request, materials shall be marked as tentative and shall not be given official status. These materials shall not be posted to the Internet site until recommended through the official Commission process.

(4) A school district, school or publisher may be asked to send a second set of sample materials to the USOE.

(5) Any written information provided by a school district, school or publisher shall be available to the advisory committees during the second review.

(6) After the second review by the subject area advisory committee, the advisory committee's recommendation shall be voted on by the Commission at the next scheduled meeting.

(7) If the Commission votes to change the recommendation, the Board shall consider the Commission's revised recommendation at the next scheduled Board meeting and make a final decision.

(8) A school district, school or publisher shall receive written notification that a recommendation is final and shall receive a copy of the new evaluation. Evaluations may now appear on the Internet if materials are recommended.

KEY: instructional materials

Date of Enactment or Last Substantive Amendment: August 9, 2010

Notice of Continuation: March 3, 2008

Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-14-101; 53A-14-107; 53A-1-401(3)

FREQUENTLY ASKED QUESTIONS
Instructional Materials Center

Q1. Must a textbook be reviewed by the review committees at the state office and then approved by the state Instructional Materials Commission and the State Board of Education in order to be adopted by a district or school?

A1. In Administrative Code R277-469

- The State Board of Education directs the Instructional Materials Commission to "evaluate instructional materials for recommendation by the board."
- School districts may use state funds for:
    - Primary instructional materials that have been mapped and aligned to the Core by an independent party.
    - Supplemental instructional materials that support Core or U-PASS requirements.
    - For instructional materials selected and approved by a school or school district consistent with the standards of this rule and consistent with established local board procedures.
- Schools or school districts that use any funding source to purchase materials that have not been recommended or selected consistent with the law may have funds withheld.

"Primary instructional materials" are identified through the review process at the State Office by teams of evaluators who compare materials to the State Core and criteria and rubrics developed through the State Office curriculum specialists.

Supplemental materials are deemed to support Core or U-PASS requirements by these same State Office evaluation teams.

Review and adoption categories are covered in R277-469-6 and are listed as follows:

1. Recommended Primary
2. Recommended Limited
3. Recommended Teacher Resource
4. Recommended Student Resource
5. Reviewed, but not Recommended
6. Not Sampled

Schools or districts may select and approve instructional materials through their own process if they are "consistent with the standards of this rule." They would have to provide their own review process. The Utah State Office of Education may require a report from the school district for any purchases within the past five years, and may also initiate an informal or formal audit to determine whether the purchase or use of instructional materials is consistent with the law or rule.

Q2. What about free materials? Can a school accept donated materials without review of donated items?

A2. No. The Instructional Materials Commission was directed to evaluate instructional materials for recommendation by the State Board of Education. The purpose of this evaluation is twofold: (1) to provide the very best available materials, and (2) to eliminate those that violate Utah Code or State Board rules. A school that accepts materials without proper evaluation procedures assumes full responsibility for the use of such items. Rule 277-469 states:

> C. Free instructional materials:
>
> (1) provided as part of a supplemental program may be used as student instructional materials only consistent with the law and this rule; and
>
> (3) shall be reviewed and recommended by the Commission or by a school in a public meeting consistent with Section 53A-14-102(4), prior to their use.

Q3. Can an item that is recommended as a "teacher resource" be used by students in a classroom?

A3. The rule describes these items as appropriate for use by teachers. While the rule does not specifically prohibit the use of these materials by students, teachers should use their own good judgment in allowing students to view them.

Q4. Can an item designed as a supplement receive a "recommended primary" rating?

A4. "Recommended primary" ratings are given to materials that provide comprehensive coverage of core standards, objectives, and indicators and can be used as a basal text for an entire course. Generally supplementary materials do not provide this kind of coverage. In most cases the highest rating given to these materials will be "recommended limited." A reading text is not likely to provide comprehensive coverage of the core requirements for an English course.

Q5. What is the effect of the action of the 2010 Utah State Legislature's passage of House Bill 166?

A5. Independent alignments and curriculum maps are not currently required by law. The website at http://www.uen.org/ima is still available to independent reviewers hired by publishers to post correlations, but they are not required.

Q6. Many of the newest instructional materials are not in textbook format anymore. Are digital and online materials subject to review by the evaluation committees and the Utah Instructional Materials Commission?

A6. Board Rule R277-469 was recently revised and now defines "instructional materials" as "systematically arranged content in text or digital format which may be used within the state curriculum framework for courses of study by students in public schools, including textbooks, workbooks, computer software, online or internet courses, CDs or DVDs, and multiple forms of communication media.**"** All such materials designed as courseware should be reviewed and listed in the RIMS online database.