

# **Utah Instructional Materials Center**



## **Program Guidebook Spring 2022**

**For the review of Career and Technical Education titles**  
ADA Compliant 12/21

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# Utah State Instructional Materials Commission

## NOTICE OF ADOPTION/RECOMMENDATION OF INSTRUCTIONAL MATERIALS

Pursuant to law, notice is hereby given by the Utah State Superintendent of Public Instruction that the Utah State Board of Education is called to convene in Salt Lake City, Utah, on **June 2, 2022**, to consider the adoption/recommendation of academic instructional materials for all public elementary and secondary schools of the State of Utah. The contract for this adoption/recommendation will go into effect **July 1, 2022 for a period of five years. The contract will end on June 30, 2027.**

Instructional materials will be considered for specific content areas as listed on the website at <https://www.schools.utah.gov/curr/resources/cactuscoursecodes>. Samples submitted for academic courses (Math, Science, Language Arts, Social Studies, Fine Arts, Health-PE, World Languages, ESL-ELL-ELD, Early Childhood) will be reviewed in the fall of each year. Items submitted for Career and Technical Education (CTE) courses (Business, Family and Consumer Sciences, Financial Literacy, Health Science, Information Technology, Marketing, Technology and Engineering, Trade Technology, Work-Based Learning) will be reviewed in the spring. Materials will be considered provided that:

They are new materials, published since the last adoption/recommendation,

1. They are new in the state and have not been previously submitted,
2. They have been previously adopted/recommended and the contract period is expiring,
3. They are significantly different from a previous edition to not qualify for a substitution, or they have been considered "Not Reviewed, or Not Sampled" during the last adoption/recommendation period and should be evaluated again during this adoption/recommendation period.

Instructional materials are defined as textbooks or materials used as, or in place of, textbooks and which may be used within the state curriculum framework for courses of study by students in public schools to include: textbooks, workbooks, computer software, online courseware, and multiple forms of communication media.

The Utah State Instructional Materials Commission at the Utah State Board of Education must receive an **Intent to Bid** by **February 7, 2022, and the Bid** submissions no later than **February 21, 2022**. Sample copies of materials to be considered for adoption must be available in online format, and include login information for reviewers at the Utah State Board of Education AND Commissioners no later than **February 28, 2022**

On **May 19, 2022** the Utah State Instructional Materials Commission will meet and publicly acknowledge all bid proposals that have been received and will make its recommendations to the Utah State Board of Education at that time.

The Utah State Board of Education will meet on **June 2, 2022**, to receive the recommendations of the Utah State Instructional Materials Commission and will make its decision known within one week thereafter. The Board reserves the right to reject any and all instructional materials bid proposals. Publishers will be notified within two weeks of the Board's decision.

All bidders are required to follow the procedures outlined in this reference to prepare and submit successful bids.

### **Materials that are not considered for adoption and should not be submitted for adoption include:**

1. Concurrent Enrollment materials.
2. Library or trade books.
3. Reference materials.
4. Professional Development material that is not a component of an integrated system or program.
5. Galley proofs or unfinished copies of materials.

## **INTRODUCTION**

The purpose of state recommendation of instructional materials is to provide reviews of core-aligned curriculum so that districts/schools can find the very best courseware titles and 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 recommends materials on a semiannual basis, once in the fall and once in the spring. These recommendations are provided as a useful service to educational patrons, but are not intended as a mandate that local education agencies must select from. LEAs are ultimately responsible for the selection of appropriate content for instruction in their schools.

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 Board 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. Then a new instructional material adoption cycle begins, 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.

## **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, and 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 in 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.

## **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 four years for each position. 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 website](#) is kept current and accurate. For further information you are welcome to view the site.

## **FALL 2021 ADOPTION SCHEDULE**

**Contract Effective Date: January 1, 2022 – December 31, 2026**

**June 25, 2021 Bid Invitation announcing the opening of the Fall 2021 Bid Adoption Cycle will be sent to publishers.**

**July 16, 2021 "Intention to Bid" form due in the MIDAS/RIMS database at the Utah State Board of Education.**

**July 30, 2021 Bids entered into the MIDAS/RIMS database at the Utah State Board of Education**

**August 11– 20, 2021 Samples and alignments are due to the Utah State Board of Education, IMC Commission, and the Colleges of Education (optional). Samples should be available to be accessed online. Login information is necessary. Printed materials may be sent, but are not required, in addition to the online materials. 10 copies of physical samples must be sent to an in-state depository, in the business of selling and distributing educational materials. Social distancing requirements may prohibit face-to-face gatherings and require reviewers to evaluate materials from their homes or other remote locations.**

**September 10, 2021 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 2021 bid list and will not be evaluated.**

**September-October, 2021 – Reviews conducted by evaluation committees.**

**November 18, 2021 The Utah State Instructional Materials Commission Meeting.  
The Instructional Materials Commission submits final recommendations to the State Board of Education.**

**December 2, 2021 The State Board of Education Meeting – Final approval of recommended material for the Fall 2020 Adoption Cycle.**

**December 10, 2021 Recommended Instructional Materials Database will be updated with new materials and will show up on RIMS.**

**Publishers receive official letters and evaluation reports within two weeks of recommendation by State Board.**

**December 13, 2021–January 13, 2022 Request for Reconsideration Period (30 days after notification sent out).**

**January 1, 2022 NIMAS file sets due to NIMAC.**



## **SPRING 2022 ADOPTION SCHEDULE**

**Contract Effective Date: July 1, 2022 - June 30, 2027**

**January 21, 2022 Bid Invitation announcing the opening of the Spring 2021 Bid Adoption Cycle will be sent to publishers.**

**February 7, 2022 "Intention to Bid" registered online on the RIMS/MIDAS website at the Utah State Board of Education**

**February 21, 2022 Official submissions from publishers entered into Utah's RIMS online database.**

**February 28, 2022 Samples and alignments submitted online for reviewers, the 11 members of the Instructional Materials Commission, and the Colleges of Education (optional).**

**April 8, 2022 The signed contract is uploaded to RIMS. If we do not receive a signed contract back from your company, your materials will be taken off of the Spring 2022 bid list and will not be evaluated.**

**March 14-April 22, 2022 Evaluation meetings of the Instructional Materials Advisory Committees are conducted**

**May 19, 2022 The Utah State Instructional Materials Commission Meeting.  
The Instructional Materials Commission submits final recommendations to the State Board of Education.**

**June 2, 2022 The State Board of Education Meeting – Final approval of recommended material for the Spring 2018 Adoption Cycle.**

**June 10, 2022 Recommended Instructional Materials Database will be updated with new materials and will show up on RIMs. Publishers receive official letters and evaluation reports within two weeks of recommendation by State Board.**

**July 1, 2022 Verification of NIMAS file sets due to NIMAC and uploaded in RIMS.**

**July 11, 2022 Due date for Appeals from publishers.**

## **INTENTION TO BID**

Utah Instructional Materials Adoption  
Fall 2021  
Utah State Instructional Materials Commission

General information for items that a publisher expects to include in a bid must be entered into the MIDAS Education website for the Utah State Board of Education. [Login](#) on the RIMS/MIDAS website for Spring 2022, then click on “Profile” and then find “Intent to Bid” in the left margin. This form identifies general topic areas for submitted materials. It is used for our staff to get basic information in preparation for the upcoming bid. Exact information about items sent in will be listed in the creation of the bid, which will be online in roughly two weeks later than the Intent to Bid.

Instructional materials will be considered for specific content areas as listed on the [CACTUS Course Codes and Approval](#) website. Samples submitted for academic courses (Math, Science, Language Arts, Social Studies, Fine Arts, Health-PE, World Languages, ESL-ELL, Early Childhood) will be reviewed in the fall of each year. Items submitted for Career and Technical Education (CTE) courses (Business, Family and Consumer Sciences, Financial Literacy, Health Science, Information Technology, Marketing, Technology and Engineering, Trade Technology, Work-Based Learning) will be reviewed in the spring. Materials will be considered provided that:

1. They are new materials, published since the last adoption/recommendation,
2. They are new in the state and have not been previously submitted,
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**Contract effective date: July 1, 2022 to June 30, 2027.**

### **Entering New Materials as a Bid**

Instructions for submitting materials as a bid for review will be sent to publishers submitting an Intention to Bid. They are also available [online](#) under the heading “Getting Started in MIDAS/RIMS”

## ALIGNMENT TO THE UTAH CORE

Beginning with the Fall 2012 Instructional Materials Review, all publishers submitting textbooks to be considered for “**Recommended Primary**” (comprehensive courseware for a course of study) status, are required by Utah law ([Utah Code 53A-15, Section 107](#)) to submit documents detailing alignment to core objectives, standards, and indicators (where appropriate). Publishers should review the requirements of the law to ensure that:

- (1) alignments are completed by appropriately qualified independent parties
- (2) alignments are sent in electronic (pdf) format to the Utah State Board of education at the same time as the samples so that they can be accessed by the reviewers and later posted on a public website

Instructional Materials in all formats, including digital and online materials, are required to be accompanied by alignments if they wish to be categorized as “**recommended primary**.” All items should be aligned by page number, URL or section, and uploaded, along with the credentials of the independent aligner, in a pdf file in the “Core Alignment” section of the program by the specified sample delivery deadline. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings (a sample alignment form is included following this document). [Core Standards](#) are available. Publishers should comply with the requirement to enlist an independent reviewer to prepare the alignments.

Alignments may be uploaded in RIMS under the “Alignment Document” heading for an item in the database. Instructions for submitting alignments will be also be included in documents sent to publishers submitting an Intention to Bid.

# SAMPLE ALIGNMENT FORM

Resource Title: \_\_\_\_\_

Publisher: \_\_\_\_\_

ISBN (10 or 13 digit unique identifier is required): \_\_\_\_\_

Media (text, software, internet, multimedia): \_\_\_\_\_ Author: \_\_\_\_\_

Copyright: \_\_\_\_\_ Review Date: \_\_\_\_\_

Core Subject Area: \_\_\_\_\_

## Mathematics, Grade 4

Standard	Designated Sections, or URLs
<b>Operations and Algebraic Thinking</b>	
<i>--Use the four operations with whole numbers to solve problems.</i>	
1.0 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	
2.0 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	
3.0 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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 and explain why a rounded solution is appropriate.	
<i>--Gain familiarity with factors and multiples.</i>	

4.0	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
<i>--Generate and analyze patterns.</i>		
5.0	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	
<b>Number and Operations in Base Ten</b>		
<i>--Generalize place value understanding for multi-digit whole numbers.</i>		
1.0	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	
2.0	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	
3.0	Use place value understanding to round multi-digit whole numbers to any place.	
<i>--Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>		
4.0	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
5.0	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
6.0	Solve problems involving multiplication of multi-digit numbers by two-digit numbers. (CA Standard NS 3.3)	
7.0	Find whole-number quotients and remainders with up to four-digit dividends	

<p>and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	
<p><b>Number and Operations—Fractions</b></p>	
<p><i>--Extend understanding of fraction equivalence and ordering.</i></p>	
<p>1.0 Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	
<p>2.0 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	
<p><i>--Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</i></p>	
<p>3.0 Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: <math>3/8 = 1/8 + 1/8 + 1/8</math> ; <math>3/8 = 1/8 + 2/8</math> ; <math>2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	

<p>4.0 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	
<p><i>--Understand decimal notation for fractions, and compare decimal fractions.</i></p>	
<p>5.0 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</p>	
<p>6.0 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite <math>0.62</math> as <math>62/100</math>; describe a length as <math>0.62</math> meters; locate <math>0.62</math> on a number line diagram.</p>	
<p>7.0 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using the number line or another visual model.</p>	
<p><b>Measurement and Data</b></p>	
<p><i>--Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i></p>	
<p>1.0 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement</p>	

	<p>equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p>	
2.0	<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	
3.0	<p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	
	<p><i>--Represent and interpret data.</i></p>	
4.0	<p>Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	
	<p><i>--Geometric measurement: understand concepts of angle and measure angles.</i></p>	
5.0	<p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> <li>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a "one-degree angle," and can be used to measure angles.</li> <li>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees</li> </ol>	
6.0	<p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	
	<p><i>--Geometric measurement: understand concepts of angle and measure angles.</i></p>	
7.0	<p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the</p>	



<p>whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	
<p><b>Geometry</b></p>	
<p><i>--Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i></p>	
<p>1.0 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	
<p>2.0 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)</p>	
<p>3.0 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	

## CREDENTIALS FORM FOR INDEPENDENT REVIEWER

<h3 style="margin: 0;">Utah Instructional Materials</h3> <p style="margin: 5px 0 0 0;">(PLEASE NOTE: This public information will be posted to the Instructional Materials Website)</p> <hr style="width: 40%; margin: 10px 0 0 0;"/> <p style="margin: 0 0 0 0;">Attach this form to the alignment document and submit in the “Alignment Document” section of the RIMS\MIDAS database, with the date of alignment clearly noted.</p>	<p style="margin: 0;">Utah State Instructional Materials Commission                  Utah State Office of Education                  250 East 500 South                  PO Box 144200                  Salt Lake City, Utah 84114-4200                  (801) 538-7783                  (801) 538-7588</p>
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This is a sample form that should be uploaded in the “Alignment Document” section for an item in the RIMS database.

Title of Material Aligned	ISBN:	Aligned to Which Core(s)?	Alignment conducted by:	Qualifications
Example: Smith’s Integrated Science Series	0123456789101	Seventh Grade Integrated Science Eighth Grade Integrated Science Earth Systems Science	John W. Doe Quality Correlations 555 Hot Pepper Road Talkabout, HH 55555 (555) 555-5555 ext. 5555	PhD., Biochemistry, USC Masters, Microbiology, USC Bachelor of Arts, BYU 7 <sup>th</sup> Grade Science Teacher – 5 yrs., Rich School District

I hereby certify that the information listed above is accurate to the best of my knowledge.

\_\_\_\_\_  
Signature of Company Signee & Position of Author



## **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 Instructional 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 oversees the review of all materials submitted for approval and then joins with other commissioners to submit 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.

**Online copies of the materials are required for review.** Login information should be made available in the Sample Instructions area of the RIMS database as part of the materials submission process that will allow designated reviewers, commissioners, and USBE specialists to access the provided materials. Logins for online materials are due by the posted dates for samples on the IMC review schedule. Logins must make all parts of the program containing content available to reviewers and may not require subscription or sharing of personal information by reviewers.

**THE INSTRUCTIONS BELOW APPLY TO PRINTED MATERIALS ONLY, WHICH ARE NOT REQUIRED FOR THE REVIEW.**

Printed materials **are optional** and must be clearly labeled as "OFFICIAL ADOPTION SAMPLES," marked with the content area for which they have been submitted. All items in a series must be sent to each of the 11 commissioners as well as 3 copies to the Utah State Board of Education, where they will be evaluated. Printed materials may not be submitted in place of online copies, unless special arrangements are made with the curriculum content specialist at USBE.

**Publishers must specify "INSIDE DELIVERY TO PRINTING SERVICES ROOM 76" instructions to mail and freight companies for all physical samples sent to the Utah State Office of Education. Samples will not be returned to the publisher and must be sent free of charge.**

The SHIPPING ADDRESS for UPS, FEDEX, etc. is

Utah State Office of Education  
250 East 500 South  
Salt Lake City, UT 84111

Samples sent by US Mail **MUST** be sent to PO Box 144200 and change the zip code to 84114-4200 as follows:

Utah State Office of Education  
Loading Dock, Room 76  
250 East 500 South  
Salt Lake City, UT 84114-4200

### **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 or collections - **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. Physical 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 “[COMMISSION MEMBERS](#)” TAB ON THE WEBSITE FOR ADDRESSES.**

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 should send one copy or a representative sample of materials to each of the [Colleges of Education](#) listed.

## ELECTRONIC REQUIREMENTS

### Requirements for Access to Electronic Instructional Materials For the Instructional Materials Review Committee

*To ensure that all electronic materials receive a complete and quality review, publishers are requested to provide the following:*

- A clear tutorial of how to use and navigate the electronic resource. The format of this tutorial may be video and/or step-by-step written instructions with screen shots and should be posted online in the Sample Instructions section of the RIMS/MIDAS database. The tutorial should accompany the delivery of samples or login instructions.
- Access to all electronic resources is to be available during the entire evaluation period for the review committees. Access must remain open throughout the period of review, including the deliberations, and when necessary, the appeal(s).
- Access to approved electronic resources is to be provided to the Coordinator of Instructional Resources for the duration of the adoption period.
- If the resource is in a format that is not available online (e.g., CD, DVD, App, etc.), copies must be sent as samples to the State Board of Education (3) and to each of the [Commissioners](#).
- **Access must be provided to the entire resource** and may not be limited to a sample or demo of what is included, or require a subscription.
- Access must allow the reviewer to examine the electronic resource from the point of view of a student, a teacher, and an administrator.
- Log-in credentials for 3 reviewers per grade level must be provided. Publishers may allow a single login to be shared by 3 simultaneous users if it is allowed by the online program.
- For consistency, the following credentials are suggested, but not required:

User Name	Password
utreview1	utimc1
utreview2	utimc2
utreview3	utimc3

- Provide a document stating the technology specifications for the resource. It is necessary that all stakeholders, beginning with the review committee members, know the minimum requirements necessary to use the resource.
  - It is imperative that specifications include a list of the OS on which the resource can be used effectively. The desired operating system must be clearly noted so that arrangements can be made to secure the appropriate device
  - Include a list of browsers that will support any web-based electronic resources to be reviewed.

**Direct all questions to**

**Curriculum Content Specialist**

**801-538-7783**

**[imc@schools.utah.gov](mailto:imc@schools.utah.gov)**

# INSTRUCTIONAL MATERIALS CONTRACT

## UTAH STATE OFFICE OF EDUCATION

WHEREAS, the Publisher has the capability of supplying the listed instructional material required by the Utah State Board of Education (hereafter referred to as the USBE) 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 to USBE must include the following information: collection name, title, author, publisher, edition, isbn (if available), core (course) code, student edition/ancillary designation, copyright year, adoption year. Three login credentials for online materials must be sent to the Board of Education, and one login must be sent to each of the members of the Utah Instructional Materials Commission.  
These will be reviewed by subject area advisory committees that will assign each collection to a category and use a rubric to complete a review to be posted on the website. The reviews 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 complete 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, but are generally not appropriate for students.
  - 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 enrichment material 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 MATERIALS.** Subject to the good faith requirements of the USBE which shall be binding upon the Publisher, and further subject to legislative appropriations, which the USBE 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, will be reviewed and then listed for a period of five years, beginning **July 1, 2022** and ending **June 30, 2027**.
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, 2022** and end on **June 30, 2027**.
4. **FAVORED NATION STATUS.** It is agreed between the parties to this contract that if at any time during the life of this contract any instructional materials herein included shall be contracted in any other state at a lower price by the publisher than is designated in this contract, the publisher shall notify the state, the lower price shall immediately become the contract price herein, and shall be substituted in the place and stead of the price designated in this contract, to be applied to all subsequent purchases.
5. **IN-STATE DISTRIBUTION POINT (Depository).** The Publisher is free to contract with one or more depositories in the business of selling instructional materials in the State of Utah according to R277-469. A Publisher is free to sell physical materials directly to Utah schools provided the Publisher agrees to keep a sufficient stock (at least 10 items) of recommended materials within the State of Utah to meet demands for distribution.
6. **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**. Changes made through the above process during the contract period may not be made without an approved substitution request.

7. **REQUEST FOR RECONSIDERATION.** The Publisher may request reconsideration of instructional material (appeal) 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 logins or extend the availability of previous logins to the USBE.
  - 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.
8. **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.
9. **ACCESSIBILITY AGREEMENT.** The Publisher agrees to prepare and submit, on or before **July 1, 2022** a NIMAS file set to the NIMAC for every 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 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. Digital materials must conform to Web Content Accessibility Guidelines (WCAG) 2.0.
10. **STUDENT DATA PRIVACY.** The Publisher must guarantee the protection of student data that may be acquired through the use of their product, in that they agree that all student data is the property of the local educational agency, and may not be used in any form for any purpose of the publisher, nor may it be shared or sold to any party outside of the LEA from which it was acquired.
11. **TERMINATION.** In the event the Publisher fails or refuses to perform this Agreement or any of its conditions, regardless of excuse of contingency, the USBE 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 USBE.

**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

<b>OFFICE USE ONLY</b>	
<input type="checkbox"/> <b>Primary</b> <input type="checkbox"/> <b>Supplemental (including Limited, Teacher Resource, Student Resource, Reviewed But Not Recommended)</b>	<b>If Primary (see below)</b>
<b>Independent alignment to the Core completed:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Electronic version in NIMAS file format sent to NIMAC: Yes <input type="checkbox"/> No <input type="checkbox"/></b>	

## CORE STANDARDS

[Utah Core Standards](#) are linked on the Utah State Board of Education IMC website. Here is a brief sample of a few of the standards for Mathematics – Grade 3/ and a Math evaluation rubric.

### Utah Core Math Standards – Grade 3

#### Strand: MATHEMATICAL PRACTICES (3.MP)

The Standards for Mathematical Practice in Third Grade describe mathematical habits of mind that teachers should seek to develop in their students. Students become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills and attitudes (Standards 3.MP.1–8).

##### Standard 3.MP.1

**Make sense of problems and persevere in solving them.** Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.

##### Standard 3.MP.2

**Reason abstractly and quantitatively.** Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.

##### Standard 3.MP.3

**Construct viable arguments and critique the reasoning of others.** Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.

# INSTRUCTIONAL MATERIALS REVIEW FORM (RUBRIC)

## Instructional Materials Review Form

ISBN: \_\_\_\_\_ Title: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date: \_\_\_\_\_

The statements below are arranged in ordered value, with the statement listed first ranked high and the last statement in the group ranked low. Reviewers select from these statements for the review and add comments in the Notes and Narrative area for each section.

### CONTENT

#### **Alignment**

\_\_\_\_\_ The content of this resource aligns with appropriate grade level Core standards, is current, well-researched, and referenced from reliable sources.

\_\_\_\_\_ The content of this resource aligns with most grade level core standards, but will need supplementary materials to insure coverage of all the objectives for this course.

\_\_\_\_\_ The content of this resource aligns with a few grade level core standards for a portion of the course.

\_\_\_\_\_ The content of this resource does not align with standards and objectives for this course.

#### **Scaffolding**

\_\_\_\_\_ Scaffolding supports for these materials are complex and challenging, engage learners from various skill levels and provide assistance for all students to enhance conceptual understanding; and offer opportunities for students to share evidence and research.

\_\_\_\_\_ Scaffolding supports for these materials engage learners from various skill levels and provides assistance for students to enhance conceptual understanding.

\_\_\_\_\_ Scaffolding supports for these materials engage learners from various skill levels.

\_\_\_\_\_ Scaffolding supports for these materials do not engage learners from various skill levels or provide scaffolding to enhance conceptual understanding.

#### **Navigation**

\_\_\_\_\_ This resource contains directions that are clear and understandable and are easy to navigate through.

\_\_\_\_\_ The instructions in this resource are unclear and navigation is difficult.

#### **Content Notes and Narrative:**

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### ACCESSIBILITY

#### **Bias Free**

\_\_\_\_\_ This material is free from bias and can be used by all students regardless of gender, race, ethnicity, or disability, and is free from advertising, e-commerce or political interest, and is in compliance with the law and community standards.

\_\_\_\_\_ This series or title has material that may be interpreted as bias or promoting a commercial or political agenda, or may be considered to treat some groups unfairly.

\_\_\_\_\_ This series or title has material that is clearly biased and favors a point of view that may be distracting to the educational experience of students.

**Adaptability**

\_\_\_\_\_ Instructional materials in this resource are easily updated and adaptable for teacher and student use in individualized or group instructional settings, and are accessible for an appropriate time period to facilitate a proper learning environment for all students.

\_\_\_\_\_ Instructional materials in this resource have some features which are adaptable and are available for an acceptable time period.

\_\_\_\_\_ Instructional materials in this resource are not adaptable or easily incorporated into a variety of educational settings.

**Technical Standards**

\_\_\_\_\_ This curriculum meets the requirements of federal and state laws and accepted technical standards. Technical specifications and limitations, including hardware requirements, bandwidth demands, and software and web access restrictions are adequately described and noted, and allow for error free installation and use without purchase of additional components.

\_\_\_\_\_ This curriculum is limited by specifications that may require additional materials or technical assistance, or additional hardware, software, or infrastructure.

**Accessibility Notes and Narrative:**

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**PEDAGOGY**

**Physical Characteristics**

\_\_\_\_\_ In physical terms, this resource is durable, interactive, and provides high quality audio-visual and tactile experiences for all users.

\_\_\_\_\_ In physical terms, this resource is somewhat fragile in construction and provides limited tactile experiences for students.

\_\_\_\_\_ In physical terms, this resource is designed to be disposable and temporary.

**Instructional Support**

\_\_\_\_\_ This curriculum provides adequate instructional support and clear requirements for the instructor.

\_\_\_\_\_ This curriculum does not provide adequate support for the instructor.

**Supplemental Resources**

\_\_\_\_\_ Provided materials reference numerous available supplemental resources.

\_\_\_\_\_ Provided materials reference some available supplemental resources.

\_\_\_\_\_ Provided materials do not refer to other supplemental resources.

**Assessments**

\_\_\_\_\_ These instructional resources contain a variety of formative and summative assessments that are aligned with core objectives, provide appropriate intervention strategies, and lead to observable performance and real-world experience.

\_\_\_\_\_ These instructional resources contain a limited number of assessments without intervention strategies.

\_\_\_\_\_ These instructional resources do not provide assessment materials.

**Pedagogy Notes and Narrative:**

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# MATHEMATICS REVIEW RUBRIC

## Mathematics Instructional Materials Review Rubric

Adapted from: [IMET \(Instructional Materials Evaluation Tool\) Summary Grades K-12](#)

\* Required

1. **Email address:** \* \_\_\_\_\_

2. **ISBN:** \* \_\_\_\_\_

3. **Title:** \* \_\_\_\_\_

4. **Publisher:** \* \_\_\_\_\_

5. **Date:** \*

\_\_\_\_\_  
*Example: December 15, 2017*

6. **Reviewers:** \*

\_\_\_\_\_

### FOCUS AND COHERENCE: Non-Negotiable

Non-Negotiable: Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

7. *Check all that apply.*

Students and teachers using the materials as designed devote the majority of time to the Major Work of the grade.

Supporting Work enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.

Materials follow the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with on-grade-level content in lessons or assessments.

Lessons that only include mathematics from previous grades are clearly identified as Option

4

Must meet Focus and Coherence to be recommended as a primary resource

\*If the materials do not meet the non-negotiable requirements for Focus and Coherence, do not recommend the materials as a primary resource. Please continue with the review to determine if the materials may be recommended for supplemental use.

## RIGOR AND BALANCE

**Alignment Criterion 1: Material must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.**

- 8. The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings. \***

*Mark only one oval.*

- Meets
- Partially Meets
- Does not Meet

- 9. The materials are designed so that students attain the fluencies and procedural skills required by the Standards. \***

*Mark only one oval.*

- Meets
- Partially Meets
- Does not Meet

- 10. The materials are designed so that teachers and students spend sufficient time working with applications, without losing focus on the Major Work of each grade. (Are there single- and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving?) \***

*Mark only one oval.*

- Meets
- Partially Meets
- Does not Meet



## STANDARDS FOR MATHEMATICAL PRACTICE

**Alignment Criterion 2: Materials must authentically connect content standards and practice standards.** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practice standards strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials. \*

Mark only one oval.

- Meets
- Partially Meets
- Does not Meet

11. Tasks and assessments of student learning are designed to provide evidence of students' proficiency in the Standards for Mathematical Practice. \*

Mark only one oval.

- Meets
- Partially Meets
- Does not Meet

12. Materials support the Standards' emphasis on mathematical reasoning. \*

Mark only one oval

- Meets
- Partially Meets
- Does not Meet

## ACCESS TO THE STANDARDS FOR ALL STUDENTS

**Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations.**

12. Support for English Language Learners and other special populations is thoughtful (evidence-based) and helps those students meet the same Standards (and rigor) as all other students. The language in which problems are posed is carefully considered. \*

Mark only one oval.

- Meets

Partially Meets

Does not Meet

13. **Materials provide scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.**

*Mark only one oval.*

Meets

Partially Meet

Does not Meet

15. **Deconstructing/reconstructing the language of problems, providing suggestions for addressing common student difficulties, etc. to ensure grade-level progress for all learners. \**Mark only one oval.***

Meets

Partially Meets

Does not Meet

## ASSESSMENT

### Alignment Criterion 4: Materials include appropriate assessment

16. **Multiple measurements of individual student progress occur at regular intervals ensuring success of all students. \***

*Mark only one oval.*

Meets

Partially Meets

Does not Meet

17. **Assessments measure what students understand and can do through well designed mathematical tasks and applications. \***

*Mark only one oval.*

Meets

Partially Meets

Does not Meet

**REVIEWER COMMENTS**

**18. Any other evidence submitted as part of this review.**

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**19. Rating: \***

*Mark only one oval.*

Recommended Primary (must have all boxes checked under "Focus and Coherence")

Recommended Limited

Recommended Teacher Resource

Recommended Student Resource

Reviewed Not Recommended

Not Reviewed

Not Sampled

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## NIMAS AGREEMENT

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 January 1, 2022, 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 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 in their [database](#). 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](mailto:alan.griffin@schools.utah.gov) as proof that the files were accepted.

## APPEAL REQUEST

Publishers who disagree with a review may submit an appeal within 30 days of the date of posting on the RIMS website. They should submit detailed lists of concerns or objections in the APPEAL sections of the posted review. Upon submission, new review committees will be organized to consider the objections. Decisions reached by these committees are final once they are reviewed by the Instructional Materials Commission.

# **SUBSTITUTION POLICY**

(Online version under development)

## 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. Publishers may identify changes in the “Request Substitution” area in the description section for materials on the website that is available to publishers only.

# **TEXTBOOK DEPOSITORY POLICY**

## **Utah State Instructional Materials Commission**

Publishers are required to have adopted printed materials and any related ancillary materials on deposit with a depository in the business of selling textbooks in Utah. To meet this requirement, publishers will assure that a 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 location where districts or schools may 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 vending institutions.

# FREQUENTLY ASKED QUESTIONS

## Instructional Materials Center

**Q1. Must instructional materials be reviewed by the review committees at the State Board of Education 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 currently required by law, beginning with the fall review in 2012. Alignments should be clearly designed to show page numbers or urls that align with course standards and objectives.

**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.