Utah Instructional Materials Center

Program Guidebook
Fall 2014

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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.

FALL 2014 ADOPTION SCHEDULE

Contract Effective Date: January 1, 2015 – December 31, 2019

June 13, 2014	**Bid Invitation announcing the opening of the Fall 2013 Bid Adoption Cycle will be sent to publishers.**
June 30, 2014	**"Intention to Bid" form (formerly called the publisher cover sheet) will be due to the Utah State Office of Education.**
August 1, 2014	**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 18 – 27, 2014	**Samples and alignments are due to the Utah State Office of Education, IMC Commission, and the Colleges of Education.**
September 12, 2014	**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 2013 bid list and will not be evaluated.**
September 15– October 31, 2014	**Evaluation meetings of the Instructional Materials Advisory Committees are conducted.**
November 20, 2014	**The Utah State Instructional Materials Commission Meeting.** **The Instructional Materials Commission submits final recommendations to the State Board of Education.**
December 5, 2014	**The State Board of Education Meeting – Final approval of recommended material for the Fall 2013 Adoption Cycle.**
December 12, 2014	**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 16, 2013–January 23, 2015	**Request for Reconsideration Period (30 days after notification sent out).**
January 2, 2015	**NIMAS file sets due to NIMAC.**

SPRING 2015 ADOPTION SCHEDULE

Contract Effective Date: July 1, 2015 - June 30, 2020

January 9, 2015	**Bid Invitation announcing the opening of the Spring 2014 Bid Adoption Cycle will be sent to publishers.**
February 6, 2015	**"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**
February 27, 2015	**Electronic bids are due to the Utah State Office of Education.**
March 4-13, 2015	**Samples and alignments are due to the Utah State Office of Education, IMC Commission, and the Colleges of Education.**
April 10, 2015	**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 2014 bid list and will not be evaluated.**
March 23-May 1, 2015	**Evaluation meetings of the Instructional Materials Advisory Committees are conducted.**
May 14, 2015	**The Utah State Instructional Materials Commission Meeting. The Instructional Materials Commission submits final recommendations to the State Board of Education.**
June 5, 2015	**The State Board of Education Meeting – Final approval of recommended material for the Spring 2014 Adoption Cycle.**
June 12, 2015	**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, 2015	**NIMAS file sets due to NIMAC.**

INTENTION TO BID FORM

Utah Instructional Materials Adoption
Fall 2014
Utah State Instructional Materials Commission

General information for items that a publisher expects to include in a bid should be entered into the Online Intention to Bid Form .

COURSE LISTS FOR EACH BID CYCLE ARE LINKED ON THE WEB PAGE AT http://www.schools.utah.gov/CURR/imc/News-and-Information.aspx . HIGHLIGHTED ROWS INDICATE SUBJECT HEADINGS, NOT SPECIFIC COURSES. THE FIRST COLUMN ON THIS SHEET WILL DESIGNATE WHETHER MATERIALS FOR THE COURSE WILL BE REVIEWED IN THE SPRING (S) OR FALL (F) OR BOTH (FS). HIGHLIGHTED ROWS INDICATE SUBJECT HEADINGS, NOT SPECIFIC COURSES.

Rev	core_code	core	grade	grade	core_short_desc	cipper	description
F	01000000000	N			Finance		
F	01000000100	Y	11	12	General Financial Literacy		0.5 units of credit is required for graduation. Designed to prepare stu

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, 2015 to December 31, 2019.

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 characters. Links to **course codes** for selected courses may be found on the web page at http://www.schools.utah.gov/CURR/imc/News-and-Information.aspx .

1,nine zeroes,publisher name
2,isbn number,series title,author,copyright,price,media type
3,ancillary 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		

Here is an 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

Files are to be sent to alan.griffin@schools.utah.gov. **There is a downloadable program called Bidmaker 2 available on the website at http://www.schools.utah.gov/CURR/imc/News-and-Information.aspx to assist you in this process. Be sure to follow the instructions that are also linked on that page.**

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 insure that:

(1) alignments are completed by appropriately qualified independent parties
(2) alignments are posted on a public website designated by the Utah State Office of Education

Instructional Materials in all formats, including digital and online materials, are required to submit alignments. All items should be aligned by page number and entered into the database at http://www.uen.org/ima, unless they are not available in page number format, in which case they should be created and sent in a .pdf file via email attachment to alan.griffin@schools.utah.gov 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 held at USOE (a sample alignment form is included following this document). Printable listings of the Core Standards are available from the website at http://www.uen.org/core . Publishers should comply with the requirement to enlist an independent reviewer to prepare the alignments. Credentials for the aligners must also be included with the submitted alignments.

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
Operations and Algebraic Thinking	
--Use the four operations with whole numbers to solve problems.	
1.0 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.	

Standard	Designated Sections, or URLs
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.	
--Gain familiarity with factors and multiples.	
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.	
--Generate and analyze patterns.	
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.	
Number and Operations in Base Ten	
--Generalize place value understanding for multi-digit whole numbers.	
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 ÷ 70 = 10 by applying concepts of place value and division.	

Standard	Designated Sections, or URLs
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.	
--Use place value understanding and properties of operations to perform multi-digit arithmetic.	
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 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.	
Number and Operations—Fractions	
--Extend understanding of fraction equivalence and ordering.	
1.0 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) 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.	

Standard	Designated Sections, or URLs
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 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
--Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
3.0 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 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. 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.	

Standard	Designated Sections, or URLs
4.0 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) 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 3/8 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?	
--*Understand decimal notation for fractions, and compare decimal fractions.*	
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 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	
6.0 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	
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 >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model.	
Measurement and Data	

Standard	Designated Sections, or URLs
--Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
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 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), ...	
2.0 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.	
3.0 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.	

--Represent and interpret data.	
4.0 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.	
--Geometric measurement: understand concepts of angle and measure angles.	

5.0 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. 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 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees	
6.0 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	
--Geometric measurement: understand concepts of angle and measure angles.	
7.0 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the 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.	
Geometry	
--Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
1.0 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
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.)	

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.	

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," marked with the content area for which they have been submitted.

Publishers must specify "INSIDE DELIVERY TO PRINTING SERVICES ROOM 76" 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.

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
PO Box 144200
Salt Lake City, Utah 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 - **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://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 to participate in sending samples to the Colleges of Education. Publishers should 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 .

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 who include electronic materials in their bids are requested to provide the following:

- A clear tutorial of how to use and navigate the electronic resource should be provided. The format of this tutorial may be video and/or step-by-step written instructions with screen shots and may be posted online or emailed to alan.griffin@schools.utah.gov
  The tutorial should accompany the delivery of samples or login instructions.

- Access to 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 Office of Education (3) and to each of the commissioners listed on the page http://www.schools.utah.gov/CURR/imc/Commission-Members.aspx

- **Access must be provided to the entire resource** and may not be limited to a sample of what is included.

- 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 5 reviewers per grade level must be provided.

- For consistency, the following credentials are suggested:

User Name	Password
utreview1	utimc1
utreview2	utimc2
utreview3	utimc3
utreview4	utimc4
utreview5	utimc5

Please contact Alan Griffin (alan.griffin@schools.utah.gov) immediately if these credentials will not work for your system.

- 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.
  - Reviews will be conducted on computers running on the Windows Operating System. Because reviewers complete their reviews using school issued or personal computers, a variety of releases of the WOS (e.g., XP, Windows 07, etc.) may be used. Therefore, it is imperative that specifications include a list of the OS on which the resource can be used effectively.
  - Include a list of browsers that will support any web-based electronic resources to be reviewed.
  - If the resource cannot run on Windows, the desired operating system must be clearly noted so that arrangements can be made to secure the appropriate device. The Utah State Office of Education cannot guarantee that the correct hardware and platforms will be available for non-Windows systems.

Direct all questions to
Alan Griffin
Curriculum Content Specialist
801-538-7783
alan.griffin@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 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 MATERIALS.** 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 **January 1, 2015** and ending **December 31, 2019**.
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 **January 1, 2015** and end on **December 31, 2019**.
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 located within 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 of recommended material 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**.

7. **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.
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. **NIMAS AGREEMENT.** The Publisher agrees to prepare and submit, on or before **January 1, 2015,** 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.
10. **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

Utah Core Math Standards – Grade 3

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7objects 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 equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects 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 within100 to 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 that 8× 5=40, one knows 40÷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 quantity formed by 1 part 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 from 0 to 1 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 based at 0 locates 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 the fractions 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 Utah core objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	70% of the Utah core objectives are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	50% of the Utah core objectives are covered.	Less than half of the Utah 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 Appropriate	A wide range of activities to 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	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	

	knowledge are developed before more complex skills.				
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	
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.	
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 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; <u>use additional pages if necessary</u>):

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 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, 2015,** 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 June and in December.
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.

LEGISLATION/BOARD RULES

See the page at http://www.schools.utah.gov/CURR/imc/News-and-Information/Legislation-Rules.aspx

FREQUENTLY ASKED QUESTIONS

Instructional Materials Center

Q1. Must instructional materials 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 currently required by law, beginning with the fall review in 2012. The website at http://www.uen.org/ima is available to independent reviewers hired by publishers to post correlations.

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.