2021 English Language Arts Instructional Materials Adoption Update

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Agenda

- The importance of high-quality instructional materials

- Overview of the ELA adoption criteria

- Overview of ODE's process, training, and timeline for the ELA evaluation/adoption.

- Where to find and how to navigate ODE's adopted materials list

- Information about AEM (accessible educational materials)

- Q&A time (15 minutes)

WHEN TEACHERS DON'T HAVE ACCESS TO GREAT MATERIALS THEY HUNT FOR THEM ONLINE – OFTEN LEADING TO INCONSISTENT QUALITY THAT IMPACTS LOW-INCOME STUDENTS AND STUDENTS OF COLOR THE MOST.

A 2017 RAND analysis found that

96%
OF TEACHERS
use Google to find lessons and materials.

Nearly 75%
OF TEACHERS
use Pinterest to find lessons and materials.[9]

EdReports, *Why Materials Matter*

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The Importance of High-Quality Instructional Materials

"A growing and compelling research base suggests that high-quality instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly….[high-quality instructional materials] "are about bringing equity to the district—a shared experience creating a floor, but not a ceiling, around the teaching and learning that happens in our classrooms."

OAR 581-011-0050: For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, "**instructional material" means any organized system, which constitutes the major instructional vehicle for a given course of study**, or any part thereof.

Only basal instructional programs may be adopted by the State Board of Education. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, **including electronic and internet or web-based materials or media**.

Basal - (core instruction)	Supplemental
Basal materials are intended to be a **substantial and ongoing** component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards. Basal instructional materials may include: ● Adaptive or personalized programs ● Digital textbooks ● Print textbooks	Supplemental Materials are **used in conjunction** with the basal instructional materials of a course. They contain resources to supplement and/or differentiate core instruction Supplemental materials may include: ● Articles ● Audio Clips ● Films ● Intervention Materials ● Novels

Instructional Materials Criteria Development

Oregon Department of Education
"Our Why"

Equity and Excellence for Every Learner

- The Oregon Department of Education works in partnership with school districts, education service districts and community partners;
- Together, we serve over 580,000 K-12 students;
- We believe every student should have access to a high-quality, well-rounded learning experience;
- We work to achieve a vision that every student in Oregon graduates with a plan for their future.

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Who We Serve
Our Customers

Students & Youth

- **582,661** students in K-12 (2019-20)

Oregon Tribes, Stakeholders, & the Public

- Families, business community partners, education advocacy groups, the Legislature, other state agencies;
- Oregon tribes, non-profits and the general public.

Districts & Schools

- **19** education service districts;
- **197** school districts;
- **>1200** schools.

Educators

- **Approximately 70,200** teachers, administrators and other local employees
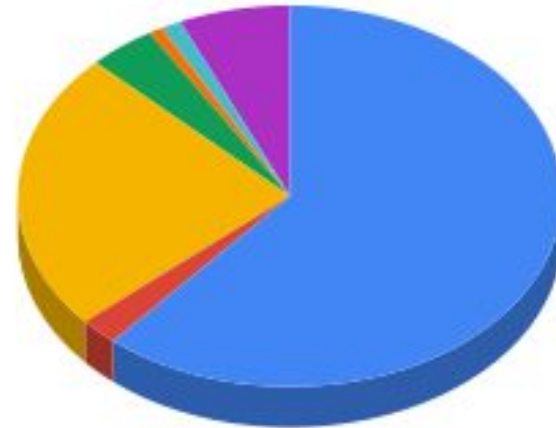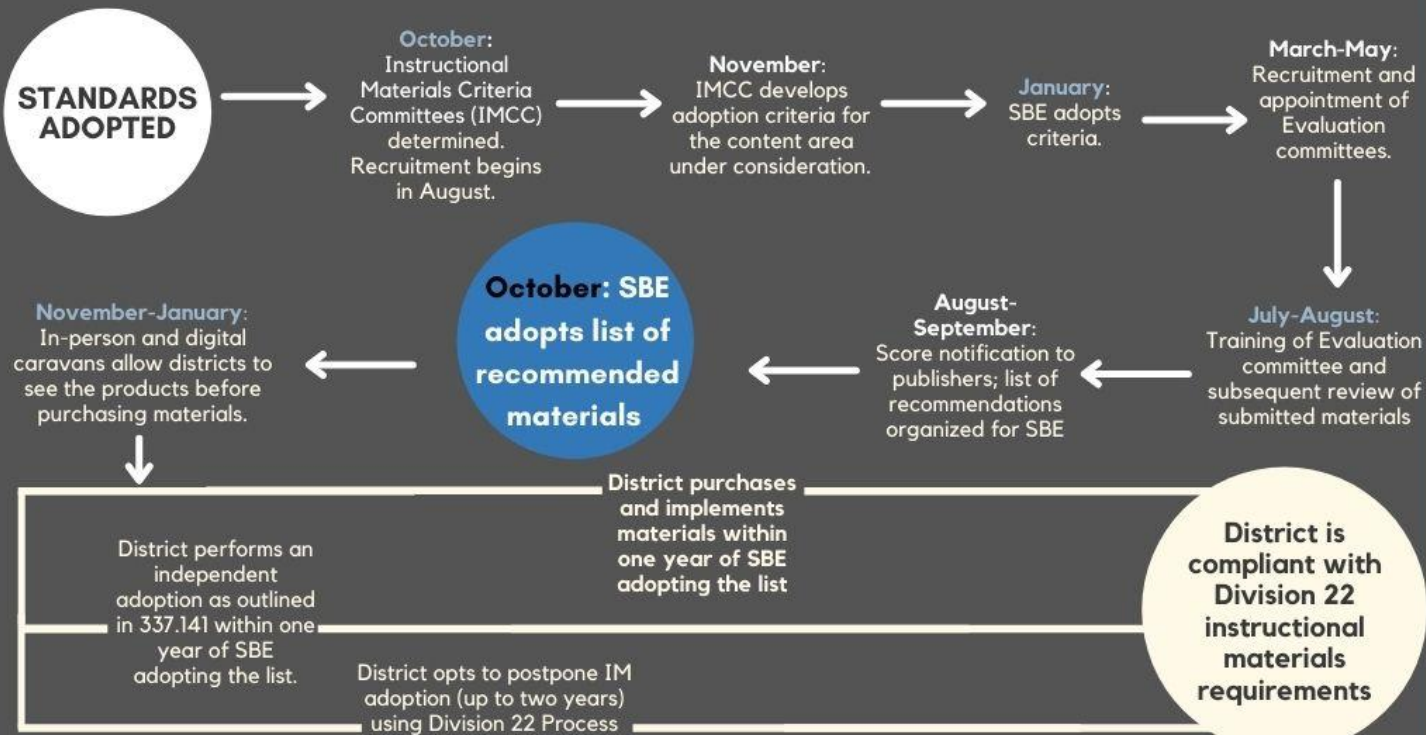
Other Student Groups

- Economically Disadvantaged: 48%

- Ever English Learners: 18.3%

- Homeless: 3.6%

- Lesbian/Gay (11th grade): 22%

- Students with Disabilities: 14.2%

Instructional Materials Timeline Overview

CHART DOES NOT INCLUDE ACTION ITEMS FOR PUBLISHERS

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STANDARDS ADOPTED

→

October: Instructional Materials Criteria Committees (IMCC) determined. Recruitment begins in August.

→

November: IMCC develops adoption criteria for the content area under consideration.

→

January: SBE adopts criteria.

→

March-May: Recruitment and appointment of Evaluation committees.

↓

July-August: Training of Evaluation committee and subsequent review of submitted materials

←

August-September: Score notification to publishers; list of recommendations organized for SBE

←

October: SBE adopts list of recommended materials

←

November-January: In-person and digital caravans allow districts to see the products before purchasing materials.

↓

District performs an independent adoption as outlined in 337.141 within one year of SBE adopting the list.

District opts to postpone IM adoption (up to two years) using Division 22 Process

District purchases and implements materials within one year of SBE adopting the list

District is compliant with Division 22 instructional materials requirements

Where to find the ELA Standards and Crosswalks

Standards Documents

In June 2019, the State Board of Education adopted the Oregon English Language Arts and Literacy Standards, which represent K-12 learning expectations for students in English Language Arts. The Oregon Department of Education collaborated with Oregon educators to identify and develop high quality standards in order to prepare Oregon students with the important knowledge and literacy skills necessary to succeed for college and career readiness. The Standards are the foundation English Language Arts classes that prepare students for the Oregon Diploma.

This page supports Oregon students, families and educators in identifying the 2019 Oregon English language arts standards and the successful implementation across the State of Oregon.

Oregon ELA Standards Grade Level Documents (K - 12) ✕

Oregon English Language Arts and Literacy Standards (K-12)
All ELA standards from K–12 are placed in one document with a table of contents at the beginning. By presenting the standards in a vertical chart by standard, we are seeking to emphasize how the skills for reading, writing, language, and speaking and listening spiral through all of the grade levels.

The following documents pertain to specific grade level standards. Since the standards build on each other over time, we highly recommend that educators review the standards of the grade level before and after their grade level in order to better understand how the standards in their grade level fit into the students' overall development.

- Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5
- Grade 6, Grade 7, Grade 8, Grades 9-10, Grades 11-12

Oregon ELA Standards Cross-walk (CW) Documents
These documents provide the correlations between the 2019 Oregon ELA Standards and the previous standards; Oregon Common Core State Standards (2010). Teachers are encouraged to use these documents as an instructional support tool during the transition and implementation of the 2019 ELA Standards.

- Kindergarten (CW), Grade 1 (CW), Grade 2 (CW), Grade 3 (CW), Grade 4 (CW), Grade 5 (CW)
- Grade 6 (CW), Grade 7 (CW), Grade 8 (CW), Grades 9-10 (CW), Grades 11-12 (CW)

ODE ELA Standards Webpage: https://www.oregon.gov/ode/educator-resources/standards/ELA/Pages/ELAStandards.aspx

What is the same?

- 63% of the standards experienced no revision

- Maintained grade-level standards

- Maintained or increased rigor of standards expectations

- Expectation for integration of instruction across all strands

The 3 Shifts

Regular practice with **complex texts** and their **academic language**

Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

Building knowledge through **content-rich nonfiction**

Why Instructional Materials Matter

The quality of instructional materials in our classrooms has a large impact on student learning.

"There is strong evidence that the choice of instructional materials has large effects on student learning – effects that rival in size those that are associated with differences in teacher effectiveness."

Chingos & Whitehurst,
Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core

How will the Adoption Criteria be used?

- The adoption criteria was transferred to the Instructional Materials Evaluation Tool or IMET.

- The IMET was used to evaluate submitted instructional materials.

- The IMET also can be used for the Independent Adoption of Instructional Materials

2020 ELA Adoption Criteria: Grades K-12

Section I: ALIGNMENT TO ENGLISH LANGUAGE ARTS & LITERACY CONTENT

The instructional materials align with the concepts of the English Language Arts standards and proficiency expectations:

Criteria	Metric	Score
NN1 High-quality text	Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.	
NN2 Evidence-Based Discussion and Writing	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	
NN3 Building Knowledge	Materials build knowledge systematically through reading, writing, speaking and listening, and language study.	
NN4 4 Foundational Skills	Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.	

Section II: ALIGNMENT TO INSTRUCTIONAL SUPPORT AND ASSESSMENT CRITERIA

The instructional materials support instruction and learning for all students and monitoring student progress.

Criteria	Metric	Score
AC1 Range and Quality of Texts	Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.	
AC2 Questions, Tasks, and Assignments	Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.	
AC3 Building Knowledge with Texts, Vocabulary, and Tasks	Materials build students' knowledge across topics and content areas.	
AC4 Access to Standards for All Students	Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.	
AC5 Cultural Representation	Materials are designed to be place-based, culturally and linguistically responsive and engaging for all students.	
AC6 Accessibility/Usability	Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.	

[2020 ELA Adoption Criteria - Grades K-12](#)

What is the OR-IMET?

- OR-IMET, or IMET, stands for "(Oregon) Instructional Materials Evaluation Tool".

- The IMET takes the instructional materials scoring criteria and transforms them into a workbook evaluators can use during their review.

- Evaluators complete one IMET workbook per set of materials they review. They bring these completed workbooks to group meetings to help reach a group consensus.

ELA Category 1: K-2

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AC3 Building Knowledge with Texts, Vocabulary, and Tasks	Materials build students' knowledge across topics and content areas.	
AC4 Access to Standards for All Students	Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.	

Summary Page | Section I | NN1 | NN2 | NN3 | NN4 | Section II | AC1 | AC2 | AC3 | AC4 | AC5 | AC6

ELA OR-IMET Workbooks

Non-Negotiable (NN)

Alignment Criteria (AC)

Note: worksheet tabs for each NN and AC

- The ELA OR-IMET provides the 2020 ELA Adoption Criteria in a workbook format that evaluators can use during their review of instructional materials. 2020 ELA Adoption Criteria - Grades K-12

- Evaluators complete one IMET workbook per set of materials they review.

Non Negotiable Criteria & Alignment Criteria

1. Non-negotiable criteria are criteria that publishers must meet in order to be on the approved list.

2. Alignment criteria are criteria that publishers do not necessarily have to meet in order to be on the approved list.

Non Negotiable Criteria

Criteria	Metric
NN1 High-quality text	Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
NN1A	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)
NN1B	Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.
NN2 Evidence-Based Discussion and Writing	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
NN 2A	At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.
NN 2B	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

NN3 Building Knowledge	Materials build knowledge systematically through reading, writing, speaking and listening, and language study.
NN 3A	Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.
NN 3B	Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.
NN4 4 Foundational Skills	Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.
NN 4A	Submissions address grade-level standards for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in an evidence-based and transparent progression in each grade level.
NN 4B	Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
NN 4C	Submissions provide clear, well-aligned assessment protocols and materials for all foundational skills to guide instruction, remediation, and extension.
NN4D	Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

Alignment Criteria

| AC5: Cultural Representation: Materials are designed to be place-based, culturally and linguistically responsive and engaging for all students. | AC Metric 5A: Texts included in the instructional materials are place-based, culturally and linguistically responsive and relevant. | Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors). Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative Language includes all protected classes and currently and historically underserved populations. Materials provide opportunities to see diverse cultures in significant roles. Materials include pictures / graphics / examples of all groups in a positive, affirmative manner. Materials provide a social-emotional learning connection. |

Alignment Criteria

Criterion	Metric	Oregon Criteria Committee Statements ("Look Fors")
	AC Metric 5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.	- Materials support learning activities by representing - diverse cultures with significant roles - various linguistic backgrounds - a range of interests. - Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate. - Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. - Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves. - Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families. - Materials provide evidence-based, high leverage instructional practices.

Windows, Mirrors, and Sliding Glass Doors

- Think of all students as capable learners and have high expectations for them
- Be culturally competent
- Draw on students' experiences
- Use a variety of engagement strategies
- Foster critical consciousness and cultural knowledge
- Bridge students' home and school lives while meeting district and state curricular requirements

Access to Linguistic Inclusion (ALI)

- Title: Access to Linguistic Inclusion (ALI)
- Passed in the 2021 legislative session
- Introduced as HB 2056
- Takes effect January 1, 2022

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Three Main Effects

- English Language Arts → Language Arts
  - Language Arts definition expanded
- World Language definition expanded
- Repeals requirement that all instruction (with some exceptions) be delivered in English

Oregon Department of Education

freesvg.org

HB2056: Opportunities, Not Requirements

ALI *does*...

- ...increase opportunities for schools and districts to recognize and honor student achievement
- ...expand options for earning high school credit
- ...allow instruction in languages other than English

ALI does *not*…

- ...change any content standards
- ...require schools to teach new or different content
- ...require schools to change their language(s) of instruction
- ...change any statewide assessment

Oregon Department of Education

2021 ELA/ELP Instructional Materials Evaluation Committee training included:

- Pre-training activities:
  - _Building Critical Consciousness for Educational Equity by Nicole West-Burns, Ph.D._
  - _Privilege, Power, and Difference by Allan G. Johnson_
- Grounding in a Shared Foundation (Equity Training)
- Accessibility Considerations
- Navigating the Oregon Instructional Materials Evaluation Tool (OR-IMET)
- All About Ratings, Feedback, and Consensus

Evaluation Process

- Publisher Presentations
- Publisher Q&A sessions
- Quality Criteria Documentation
- Oregon Instructional Materials Evaluation Tool (OR-IMET)
- Consensus
- Score Notification
- Reevaluations
- Adoption by State Board of Education
- Virtual Caravan

Navigating the ELA Adoption List

Oregon Instructional Materials in English Language Arts & Literacy (ELA) - Contract Years 2022-2028

indicates "exemplary" program scoring of 100% on NN metrics as well as >90% on AC metrics.

**Instructional materials designated as "does not meet Oregon adoption criteria" may still be adopted as (1) supplemental materials or (2) in other course categories, at the discretion of local school boards. School districts must complete an independent evaluation to adopt materials designated as "does not meet Oregon adoption criteria" in the category of Engl...*

Category	Oregon Adoption Criteria	Submission #	Publisher	Program Title	Copyright Date	Legal Requirements	NN 1: High-Quality Text	NN2: Evidence-Based Discussion and Writing	NN3: Building Knowledge	NN4: Foundational Skills	AC1: Range and Quality of Texts	AC2: Questions, Tasks, and Assignments	AC3: Building Knowledge with Texts, Vocabulary, and Tasks	AC4: Access to Standards for All Students	AC5: Cultural Representation	AC6: Accessibility/ Usability	Publisher Response
Category 1: Grades K-2	MEETS	1001	Amplify Education	Core Knowledge Language Arts 2nd Edition (CKLA2) (Grades K-2)	2017	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	3: Meets all criteria	Publisher Response
Category 1: Grades K-2	MEETS*	1003	Benchmark Education	Benchmark Advance ©2022 (Grades K-2)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	Publisher Response
Category 1: Grades K-2	MEETS	1005	Edgenuity/LearnZillion	LearnZillion/EL Education (Grades K-2)	2019	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	3: Meets all criteria	Publisher Response
Category 1: Grades K-2	DOES NOT MEET	1007	Essential Skills	Complete Reading (Grades K-2)	2015	Does Not Meet	0: Does not meet the criteria	0: Does not meet the criteria	0: Does not meet the criteria	1: Partially meets the criteria	0: Does not meet the criteria	1: Partially meets the criteria	0: Does not meet the criteria	1: Partially meets the criteria	0: Does not meet the criteria	1: Partially meets the criteria	N/A
Category 1: Grades K-2	MEETS	1008	Great Minds PBC	Wit & Wisdom with Fundations and Geodes (Grades K-2)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	N/A
Category 1: Grades K-2	MEETS*	1009	Houghton Mifflin Harcourt Publishing Company	HMH Into Reading (Grades K-2)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	N/A
Category 1: Grades K-2	MEETS*	1011	McGraw Hill LLC	Wonders (Grades K-2)	2020	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	N/A
Category 1: Grades K-2	DOES NOT MEET	1012	OpenUp Resources	EL Education K-8 Language Arts (Grades K-2)	2016	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	1: Partially meets the criteria	N/A
Category 1: Grades K-2	MEETS	1013	Savvas Learning Company	myView Literacy, Words Their Way Classroom (Grades K-2)	2020	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	3: Meets all criteria	Publisher Response
Category 2: Grades 3-5	MEETS	2001	Amplify Education	Core Knowledge Language Arts 2nd Edition (CKLA2) (Grades 3-5)	2017	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	N/A
Category 2: Grades 3-5	MEETS*	2003	Benchmark Education	Benchmark Advance ©2022 (Grades 3-5)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	Publisher Response
Category 2: Grades 3-5	MEETS	2005	Edgenuity/LearnZillion	LearnZillion EL Education (Grades 3-5)	2019	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	2: Meets most of the criteria	N/A
Category 2: Grades 3-5	DOES NOT MEET	2007	Essential Skills	Complete Reading (Grades 3-5)	2015	Does Not Meet	0: Does not meet the criteria	0: Does not meet the criteria	0: Does not meet the criteria	1: Partially meets the criteria	1: Partially meets the criteria	1: Partially meets the criteria	1: Partially meets the criteria	1: Partially meets the criteria	0: Does not meet the criteria	1: Partially meets the criteria	N/A
Category 2: Grades 3-5	MEETS*	2008	Great Minds PBC	Wit & Wisdom with Fundations (Grades 3-5)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	N/A
Category 2: Grades 3-5	MEETS	2009	Houghton Mifflin Harcourt Publishing Company	HMH Into Reading (Grades 3-5)	2022	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	Publisher Response
Category 2: Grades 3-5	MEETS*	2011	McGraw Hill LLC	Wonders (Grades 3-5)	2020	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	Publisher Response
Category 2: Grades 3-5	MEETS	2012	OpenUp Resources	EL Education K-8 Language Arts (Grades 3-5)	2016	Meets	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	3: Meets all criteria	

National Instructional Materials Access Center (NIMAC)

State or local education agencies require NIMAS in their print book purchase agreements with publishers.

Publishers create NIMAS files for required K-12 instructional materials and submit them to NIMAC.

NIMAC validates, reviews and catalogs files using the NIMAC online system.

Authorized Users and Accessible Media Producers download files and produce accessible instructional materials (AIM).

Accessible formats are distributed to students via state systems for AIM delivery and organizations like APH, Bookshare and Learning Ally.

NIMAC and Digital Materials

- Prior to May 26, 2020, NIMAC did not accept digital instructional materials because they could not be submitted in NIMAS format.

- May 26, 2020 [Notice of Interpretation](#)
  - U.S. Department of Education (Department) issues this final notice of interpretation to clarify that the definition of "print instructional materials" in IDEA includes digital instructional materials.

- The Notice of Interpretation states that if digital instructional materials meet WCAG 2.0 AA accessibility standard, they do not have to be submitted to the NIMAC in NIMAS format.

Resources for District Adoptions
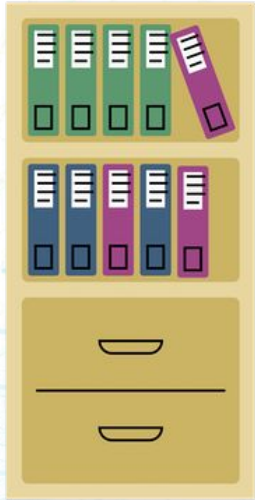
- ELA Instructional Materials Adoption Criteria documents

- ELA Instructional Materials Evaluation Tool (IMET)
  - IMET = scoring rubric for each category

- Recording of the 2021 Instructional Materials Evaluation Committee training (*coming soon*)

- Quality Criteria Documentation (QCD) templates

- Virtual Caravan materials

- Upon request:

  - Recorded publisher presentations

  - Recordings of Q&A sessions

Questions?

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