

Instructional Materials and Alignment to the Common Core Standards

Background: To support implementation of the Common Core Standards, the DOE co-developed an instructional materials rubric with Achieve to evaluate the quality and alignment of instructional materials to support the Common Core Standards. The rubric is used by trained reviewers to review and refine materials before posting on the Common Core Library. There is no expectation that schools use this rubric nor is this rubric part of the Quality Review. Guidance from central regarding how quality reviewers will evaluate the quality of CCLS-aligned units of study will be forthcoming. The guide below provides a high-level overview of the big ideas that are explored as we examine instructional materials using the five dimensions of the Instructional Materials Review Rubric. For more information on the guiding questions explored in reviewing instructional resources please visit these [literacy](#) and [math](#) graphic organizers. For copies of the complete rubric, please click [here](#).

Instructional Materials Review Rubric: Big Ideas by Dimension

Dimension IA: Alignment to the Common Core Learning Standards (CCLS)
In this dimension, we consider whether the tasks and unit are fully aligned to the expectations of the standards cited. Additionally, in literacy, we consider whether the texts are of appropriate complexity and provide sufficient information for students to fully respond to the task.
Dimension II: Promotion of CCLS Shifts
In this dimension, we consider whether the instructional materials address the shifts of the Common Core Learning Standards.
Dimension III: Quality of Assessment & Student Evidence
In this dimension, we consider whether the instructional materials include a variety of high quality diverse assessments that are likely to elicit and support demonstration of the standards. We also consider whether rubrics, scoring guidelines, and student work samples are aligned to the expectations of the cited standards.
Dimension IV: Quality and Utility as an Instructional Resource
In this dimension, we consider whether the instructional materials include a complete set of useful materials that will support teachers in planning and providing an effective learning experience. We consider whether the unit addresses an appropriate level of understanding and content and includes an arc of learning: introducing a topic of skill, advancing understanding over time, and deepening understanding as the unit ends.
Dimension V: Accessibility & Responsiveness
In this dimension, we consider whether the instructional materials are responsive to student learning needs including suggestions for ways to use the materials with a variety of learners, readiness levels, interests, and cultural and linguistic backgrounds.

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