

VIRGINIA TEXTBOOK AND HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) REVIEW PROCESS

This resource outlines Virginia's approval process for textbooks and high-quality instructional materials as required by [Code of Virginia § 22.1-238](#).

Approved by the Virginia Board of Education (enter date upon approval).

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SECTION 1: BACKGROUND AND INTRODUCTION

High-quality instructional materials (HQIM) and textbooks are among the most powerful levers available to improve student outcomes at scale. When thoughtfully selected and rigorously reviewed, these materials ensure that every student has access to evidence-based, standards-aligned content that supports deep learning of content. The *Virginia Constitution* and *Code of Virginia* grant the authority to approve textbooks and other instructional materials to the Virginia Board of Education. The Virginia Department (Department) leads the textbook review process on behalf of the Board, ensuring that materials the Commonwealth’s Standards of Learning (SOL) and reflect best practices in curriculum design.

Textbooks and HQIM have an important role in helping teachers provide instruction aligned to the SOL and in supporting students to achieve the standards. This document provides a comprehensive overview of Virginia’s textbook and HQIM review process including:

1. how the review process is initiated;
2. the evaluation procedures used by the Department before textbooks are submitted to the Board of Education for first review;
3. the forms publishers must complete;
4. the selection of review committee members;
5. a description of State Board action; and
6. an ongoing process for public comment on textbooks approved by the Board of Education.

The following references outline the legal authority of the Board of Education and describes the responsibilities of school divisions in the adoption of textbooks and HQIM.

Pursuant to Enactment Clause 7 of Chapters [680](#) and [683](#) (2025 Acts of Assembly), the Department was tasked with consulting with experienced teachers, division-level content specialists, and subject matter experts to evaluate proposed changes to the current textbook and review and approval process. Through this consultation ~~with educators who had engaged in recent review processes, as well as those who are division leaders, teachers, or other educators who have not engaged in review processes~~, the Department was able to gather information to inform updates to the current textbook review process, approved by the Board of Education on (insert date upon approval).

Virginia Constitution, Article VIII, § 5 (d)

Constitution of Virginia - Article VIII. Education

It (The Board) shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia

[§ 22.1-1. \(Effective July 1, 2026\) Definitions](#)

"Textbooks and other high-quality instructional materials" means systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

§ 22.1-238. (Effective until July 1, 2026) Approval of textbooks

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

§ 22.1-238. (Effective July 1, 2026) Approval of textbooks and other high-quality instructional materials

- A. The Board of Education shall have the authority to approve textbooks and other high-quality instructional materials suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks and other high-quality instructional materials on its website and shall list the publisher and the current lowest wholesale price of such textbooks and other high-quality instructional materials
- B. Any school board may use textbooks and other high-quality instructional materials not approved by the Board provided the school board selects such textbooks and other high-quality instructional materials in accordance with regulations promulgated by the Board.

§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives

The Department shall develop a list of core literacy curricula for students in kindergarten through grade five and supplemental instruction practices and programs and intervention programs for students in kindergarten through grade eight that consist of evidence-based literacy instruction aligned with science-based reading research. The list shall be approved by the Board.

To support local adoption and implementation of textbooks and other high-quality instructional materials, the Department shall:

1. Review and update its "Virginia's Textbook Review Process" document to identify textbooks and other high-quality instructional materials for Board approval pursuant to § 22.1-238. Such review process shall include guidelines and timelines for the submission of, review of, comment on, and evaluation of textbooks and instructional materials, the development and update at least every seven years of evaluation rubrics to determine the extent to which submitted textbooks and instructional materials meet the definition of textbooks and other high-quality instructional materials, the selection and training of Virginia review teams that represent educators from various geographical regions of the Commonwealth and the diversity of the Commonwealth's schools, opportunity for public comment, and the publication of ratings and reports based on the reviews;
2. Implement the review process developed pursuant to subdivision 1 to develop a list of textbooks and other high-quality instructional materials for English language arts for grades six through 12 and mathematics, science, and history and social science for grades kindergarten through 12;
3. Develop, adopt, and publish a list of approved vendors of professional learning resources that support teachers to implement the textbooks and other high-quality instructional materials approved by the Board pursuant to § 22.1-238;
4. For any school that requires improvement, based on federal indicators or a failure to meet Board standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and contract with vendors of professional learning resources from the list approved in accordance with subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional materials and professional learning resources; and
5. Publish annually a list of the textbooks and other high-quality instructional materials and professional learning resources adopted and procured by each local school board.

Acts of the General Assembly

[2014 Uncodified Act - Chapter 440](#)

[SB4 \(2014\) Chapter 440 § 1](#) was passed as an Uncodified Act of the General Assembly Be it enacted by the General Assembly of Virginia:

1. *§ 1. That all textbooks approved by the Board of Education pursuant to § [22.1-238](#) of the Code of Virginia, when referring to the Sea of Japan, shall note that it is also referred to as the East Sea.*
2. That the provisions of this act shall not affect any textbook approved by the Board of Education prior to July 1, 2014.

Regulations Governing Local School Boards and School Divisions

The following references outline the Board's legal authority, as well as the responsibilities of school divisions, for the adoption of textbooks and HQIM.

[Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 720. Regulations Governing Local School Boards and School Divisions](#)

[8VAC20-720-160. Instructional materials.](#)

- A. Local school boards shall be responsible for the selection and utilization of instructional materials.
- B. Local school boards shall adopt policies and criteria for the selection of instructional materials that shall include, at a minimum:
 - 1. The rights of parents to inspect, upon request, any instructional materials used as part of the educational curriculum for students, and the procedure for granting a request by a parent for such access, in accordance with the Protection of Pupil Rights Amendment, 20 USC § 1232H, and its implementing regulation, 34 CFR Part 9;
 - 2. The basis upon which a person may seek reconsideration of the local school board's selection of instructional materials, including but not limited to materials that might be considered sensitive or controversial, and the procedures for doing so; and
 - 3. Pursuant to § [22.1-253.13:7](#) of the Code of Virginia, clear procedures for handling challenged controversial materials.

[8VAC20-720-170. Textbooks.](#)

- A. Textbook approval.
 - 1. The State Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
 - 2. In approving basal textbooks for reading in kindergarten and first grade, the State Board of Education shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70% or above for such textbooks in accordance with § [22.1-239](#) of the Code of Virginia.
 - 3. Any local school board may use textbooks not approved by the State Board of Education, provided the local school board selects books in accordance with this chapter.
 - 4. Contracts and purchase orders with publishers of textbooks approved by the State Board of Education for use in grades six through 12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each local school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed in this subdivision.
- B. Procedures for selection of textbooks by local school boards. Local school boards shall adopt procedures for the selection of textbooks. These procedures shall include, at a minimum, the following:
 - 1. Appointment of evaluation committees by the local school board to review and evaluate textbooks in each of the subject areas.

2. Notice to parents that textbooks under consideration for approval will be listed on the school division's website and made available at designated locations for review by any interested citizens.
 3. Opportunities for those reviewing textbooks to present comments and observations, if any, to the local school board through locally approved procedures.
 4. Procedures to ensure appropriate consideration of citizen comments and observations.
 5. Selection criteria.
- C. Local school board selection of textbooks other than those approved by the State Board of Education.
1. The selection process for non-State Board of Education approved textbooks is subject to the procedures outlined in subsection B of this section.
 2. The selection process for textbooks pertaining to Virginia Standards of Learning subjects shall include at the local level a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support.
 3. The publisher of such textbooks shall:
 - a) Provide to the local school board a certification that the content of the textbook is accurate; and
 - b) Sign an agreement with the local school board to correct all factual and editing errors found in a textbook at its own expense.
- D. Purchasing State Board of Education approved textbooks.
1. Local school divisions shall purchase textbooks approved by the State Board of Education directly from the publishers of the textbooks by either entering into written term contracts or issuing purchase orders on an as-needed basis in accordance with § [22.1-241](#) of the Code of Virginia.
 2. Such written contracts or purchase orders shall be exempt from the Virginia Public Procurement Act (§ [2.2-4300](#) et seq. of the Code of Virginia).
- E. Purchasing non-State Board of Education approved textbooks. The purchase of textbooks other than those approved by the State Board of Education is not exempt from the Virginia Public Procurement Act.
- F. Distribution of textbooks. Each local school board shall provide, free of charge, textbooks required for courses of instruction for each child attending public schools. In the case of children whose parents or guardians are financially unable to furnish workbooks, local school boards shall provide, free of charge, any workbooks required for courses of instruction.
- G. Certifications.
1. The division superintendent and chairperson of the local school board shall annually certify to the Virginia Department of Education that:
 - a) All textbooks were selected and purchased in accordance with this chapter; and
 - b) The price paid for each textbook in accordance with § [22.1-241](#) of the Code of Virginia.
 2. The certification shall include a list of all textbooks adopted by the local school board.

SECTION 2: INITIATING THE VIRGINIA TEXTBOOK AND HQIM PROCESS

The Board’s Responsibilities

The Board approves the textbook and HQIM review process and determines the schedule/timeline for approval of specific content area textbooks and HQIM. The Board will approve textbooks and HQIM for, but not limited to, English, mathematics, science, and history and social science.

The Board gives administrative authority to the Department to make necessary technical edits and changes to the process and evaluation criteria based on state or federal statutes or regulations and on the specific needs of each of the subject areas (e.g., kindergarten through grade three English/reading textbooks and HQIM may necessitate review criteria somewhat different than secondary English textbooks and HQIM science rubrics will contain science-specific content, instructional practices, and supporting evaluation criteria)).

The Department’s Responsibilities

The Department administers the review process on behalf of the Board. A list of the order of events in Virginia Textbook and HQIM Review Process is provided in Appendix A. The Department makes necessary technical edits and changes to the process and evaluation criteria, including content-specific scoring rubrics, based on state or federal statutes or regulations and on the specific needs of each of the subject areas (e.g., kindergarten through grade three English/reading textbooks and HQIM may necessitate review criteria somewhat different than secondary English textbooks and HQIM). Upon approval, the Department publishes a list of adopted materials, including published documents demonstrating the publisher’s alignment to the Virginia *Standards of Learning*. Department staff will provide training for division and school staff following each adoption cycle.

The Virginia Literacy Act (VLA) passed by the Virginia General Assembly in 2022, and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade eight.” To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (VDOE) to recommend instructional programs - including core, supplemental, and intervention materials - for approval by the Virginia Board of Education (VBOE). The Department partners with the Virginia Literacy Partnerships (VLP) in the School of Education and Human Development at University of Virginia for the review and adoption recommendations for Kindergarten through Grade 5 Core Literacy Programs, Kindergarten through Grade 8 Supplemental Programs, and Kindergarten through Grade 8 Intervention Programs using the guidelines provided in the Virginia Textbook and High-Quality Instructional Materials Process.

SECTION 3: EVALUATION CRITERIA AND PUBLISHERS' SUBMISSION FORMS

Invitation to Publishers

Following the Board's approval of the textbook and HQIM review schedule/timeline for each subject area, the Department invites publishers to submit textbooks and HQIM for review. It is the primary responsibility of publishers to ensure the accuracy of textbooks and HQIM they submit for review.

The Department will work to ensure that publishers have accomplished this by establishing the following evaluations for each textbook and HQIM submitted:

1. Accuracy Verification: an accuracy review based on the Textbook and HQIM Publisher's Certification and Agreement in Appendix B;
2. Standards Alignment and Quality Review: a comprehensive evaluation of alignment to SOLs, instructional content quality, and suitable instructional planning and support based on the evaluation criteria used by review committees; and
3. Public Review and Transparency: a public examination of materials conducted during a formal public review and comment period to ensure transparency and public engagement.

Textbooks and high-quality instructional materials means systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

Publisher Responsibilities

Publishers are responsible for completing all submission forms to initiate the process to be included in the Department's textbook and HQIM review process for the content area of review.

Publisher's Submission Forms

Publishers indicate their intent to submit textbooks and HQIM for the approval process by returning the completed Textbook and HQIM Publisher's Certification and Agreement.

The “**Textbook and HQIM Publisher’s Certification**” form requires each publisher to certify that textbooks and HQIM have been thoroughly examined and reviewed by qualified content experts for factual accuracy and to list all authors and their credentials. Publishers must also list the professional credentials for at least three content review experts who have thoroughly examined each textbook and HQIM for content accuracy. Publishers must certify that each textbook and HQIM has been thoroughly examined and reviewed by qualified editors for typographical errors and errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning.

Publishers must also certify that any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review and that any additional content above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.

Publishers must provide a detailed description of the internal process used to ensure accuracy and lack of bias including:

- The quality assurance and workflow steps used to ensure accuracy of content;
- The design of instructional practices that are aligned with general and discipline-specific research evidence and build understanding of the rationale for curricular components;
- The assurance that instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of impact on student outcomes; success; and build understanding of the rationale for curricula components;
- The quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- The fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- The review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- The process used to reach consensus on information with divergent interpretations.

Publishers must **certify** that all textbooks comply with Virginia law.

Publishers must sign the “**Textbook and HQIM Publisher’s Agreement**” to correct all factual and editing errors found in a textbook, at their expense. Publishers must agree to the following:

- After submission of a textbook or HQIM to the Department for consideration in the textbook approval process, the publisher will promptly inform the Department in writing of any changes made in the textbook or HQIM prior to its approval by the Board of Education.
- If any factual or editing errors are identified in a publisher’s textbook or HQIM following its approval by the Board, the publisher will submit a corrective action plan to the Department within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board. The Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the

errors identified and must be implemented in the manner most conducive to and least disruptive of student learning.

- Corrective action plans may include, but are not limited to:
 - corrections upon reprinting of the textbook or HQIM;
 - corrective edits to an online textbook; or HQIM
 - electronic errata sheets posted on the publisher’s and the Department of Education’s Web sites;
 - print errata sheets provided to schools for insertion into textbooks and/or HQIM;
 - replacement books; and
 - return of the textbook or HQIM and refund of any payment made for the textbook or HQIM. Upon approval of the corrective action plan, the publisher will implement the plan at the publisher’s expense.
- If, upon being notified by the Department of factual or editing errors in an approved textbook or HQIM, the publisher disputes that the textbook or HQIM contains such errors, the publisher must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the publisher may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook or HQIM contains a factual or editing error. If the Board determines that the textbook or HQIM contains such an error, the publisher will submit a corrective action plan to the Department within 15 days after receiving notice of the Board’s determination.
- If numerous and/or significant errors are identified in a textbook or HQIM on the Board’s approved list, the Board may, in its sole discretion, withdraw the textbook or HQIM from the approved list. A “significant error” is a factual or editing error that the Board or Department determines within the context of the intended use of the textbook or HQIM will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error. The Board must notify the publisher in writing before it removes its textbook or HQIM from the approved list. The publisher will have 30 days to respond in writing and the right to meet with the Department before removal.
- If the publisher makes updates/revisions to textbooks or HQIM after they have been approved by the Board, the publisher will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The publisher will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Department staff will review all textbook and HQIM publishers’ certifications and agreements to determine if forms have been completed correctly, sufficient information has been provided, and the forms are signed by an appropriate representative of the publishing company. Any concerns regarding the certifications or agreements will be addressed by Department staff with the appropriate publisher. A certification or agreement that is not completed correctly, is lacking in sufficient information, or is not signed by the appropriate representative, may result in the textbook(s) or HQIM being removed from consideration for review.

Evaluation Criteria

The textbook and HQIM evaluation criteria used by review committees are comprised of ~~three~~two sections:

1. alignment to the Standards of Learning (SOL); ~~and~~
2. instructional planning and support ~~and~~
- 2.3.evidence of effectiveness.

In Section 1, publishers are provided with alignment forms that list all of the SOL for the subject area being reviewed and are asked to provide specific evidence of how and where the SOL are addressed in the textbook. Review committees use the correlation forms to determine the degree to which content found in the textbook or HQIM is correlated in thoroughness and accuracy to the content-specific SOL. They are also provided the opportunity to comment on content accuracy, bias, or other concerns resulting from their reviews.

In Section 2, a scoring rubric with evaluation criteria is provided for review committees to offer insight on how well the textbook or HQIM is designed for instructional planning and support. The criteria address the organization of materials, format design, writing style and vocabulary, graphics and illustrations, and instructional strategies. The Department may establish indicators that are specific to subject areas for each criterion. Additionally, the Department will include as part of the state review, criteria that are required in state statutes. At a minimum, the scoring rubric will include the following evaluation criteria on how the textbooks and HQIM provide:

- adequate content and materials for student mastery of corresponding Standards of Learning;
- instructional practices that are aligned with general and discipline-specific research evidence;
- assessments to monitor student mastery of curriculum content;
- guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and
- resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success and build understanding of the rationale for curricula components.

In Section 3, the evidence of effectiveness will be reviewed by the committees and included in the information provided to the Board of Education for review and consideration for adoption. It will also be publicly shared for division review once final Board adoption takes place.

Public Examination of Materials

1. After the Board receives for first review the list of recommended textbooks, it directs the Department to seek public comment on all textbooks on the recommended list for approval. Department staff will provide information to school divisions to widely broadcast the public comment periods for content-specific textbooks and HQIM being

considered for Board approval. The Department will establish an associated email address where comments can be submitted. The Department will utilize social media, the agency website, and other communication channels to notify the public of the public comment period. Specifically, the Department will also reach out to key partners to solicit feedback related to unique student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities.

2. Publishers will provide electronic access to all materials for review. Hard copies of materials may be available for public examination at various sites around the Commonwealth, upon request. Stakeholders, including parents, teachers, division and school leaders, representatives from institutes of higher education, businesses, and the military, are invited to examine the proposed textbooks and HQIM online or at examination sites and to submit written comments via mail to the Department or via email to the established electronic mailbox.

3. Department staff will review public comments and provide a summary of them to Board members as a part of the final review and approval of the recommended textbooks and HQIM.

SECTION 4: REVIEW COMMITTEES

Review Committee Selection Process

As a part of the review process, the Department will seek nominations for qualified educators and content experts including representatives from business and higher education to serve on the textbook and HQIM review committees. Nominations will be solicited from division superintendents for teachers, principals, administrators, content specialists, and others who have expertise with the content-specific areas and the associated SOL. The review process will include a requirement for applicants to demonstrate content expertise and a comprehensive understanding of the components of HQIM within their application.

Department staff members will also collaborate with representatives from community colleges, institutions of higher education, businesses and other sources of subject-matter experts to assist with content review. Every attempt will be made to include the following members on each review committee:

1. Teachers;
2. a division-level content specialist;
- ~~2.3.~~3. individuals who have an in-depth understanding of student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities and
- ~~3.4.~~a subject-matter expert who may work across committees.

In selecting committee members, Department staff members will attempt to have representation from all regions of the state. Committee members must certify any potential conflict of interests they may have with serving as a member of the review committee before they will be confirmed as a member of the committee. Once selected, review committees are trained on the expectations of the textbook and HQIM review process.

Expectations of Review Committee Members

Publishers will provide access information for all materials under consideration to the Department. This access information will be shared with approved review committee members. Committee members will use the evaluation criteria, including the publisher's SOL correlation forms, to first review the textbooks and HQIM independently for SOL correlations, design for instructional planning and support, content, bias, and the components of HQIM to include (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

Next, members of the review committee submit their individual analyses of each textbook and HQIM to Department staff who synthesize the information for group consensus. The full review committee is convened to deliberate and form consensus based on their collective evaluations of the submitted textbooks and HQIM.

Following this convening, consensus evaluations are shared with publishers, who are given an opportunity to respond to the committee's findings and recommendations. Requests by publishers for reconsideration of SOL correlations are examined carefully prior to the list of recommended textbooks and HQIM being submitted to the Board for first review.

SECTION 5: STATE BOARD ACTIONS

First Review of Proposed Textbooks and HQIM

The Superintendent of Public Instruction reviews the list of textbooks and HQIM proposed by the reviewers and makes a recommendation to the Board for the acceptance for first review the proposed list of textbooks and HQIM for state approval. Information from the textbook publishers' certifications and agreements is also included as part of the presentation to the Board.

Upon acceptance for first review by the Board, a 30-day public examination period is announced. The public is invited to review textbooks and HQIM through public access links shared on the Department website and communicated to the field through announcements. Members of the public may submit comments to the Board either by mail or through a designated electronic mailbox. The Department proactively promotes stakeholder engagement and feedback by leveraging established communication channels and encouraging broad public participation.

Final Review of Proposed Textbooks and HQIM

The Board reviews all public comment, considers the final recommended list, and formally approves the textbooks and HQIM. Following Board approval, the Department publishes the list of approved textbooks and HQIM with prices on the Department's website. Provider-provided information, such as certifications and agreements, is also be posted. Divisions can use this information to guide local adoption processes in alignment with their respective school board policies.

SECTION 6: ONGOING PUBLIC COMMENT

The Department collects public comment throughout and following the review process to ensure that all perspectives are incorporated and that potential adjustments to the proposed list can be addressed in a timely manner.

During the Review Process

Once textbooks and HQIM have been accepted for first review by the Board, Department staff will communicate widely the opportunity for stakeholders to participate in the public comment period. Outreach may include, but is not limited to, the following:

- Direct communications with division superintendents, content-area leadership and professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Education Association, Virginia School Board Association, School Board Member Alliance of Virginia , etc.) notifying them that materials are available for review and public comment.
- Encouragement for local school divisions to share the textbook and HQIM access information to parents and community stakeholders for review and public comment.
- Online webinars to allow publishers the opportunity to share information about their textbooks and HQIM with the field for better understanding.
- Correlation documents are easy to understand and will allow for stakeholders to provide informed public comment.

After the Review Process

Following Board approval of textbooks and HQIM approval takes place, the public may continue to provide feedback to the Department regarding any inaccuracies found in approved materials. A dedicated electronic mailbox is established for this purpose.

When potential inaccuracies are reported, the Department staff will notify the publisher and provide an opportunity to contest the findings, fix inaccuracies, and/or propose corrective actions for Board consideration. If numerous and/or significant errors are identified in a textbook or HQIM on the Board's approved list, the Board may, in its sole discretion, withdraw the textbook or HQIM from the approved list.

SECTION 7: LOCAL SCHOOL DIVISION RESPONSIBILITIES

Textbook and HQIM Adoption Requirements

CHAP0683 - 2025 Regular Session | LIS

J. Each local school board shall adopt and implement textbooks and other high-quality instructional materials in English language arts for grades six through 12 and mathematics, science, and history and social science for grades kindergarten through 12. Except as otherwise provided in subdivision I 2 and subsection B of § [22.1-253.13:6](#), such textbooks and other high-quality instructional materials shall be selected from the list approved by the Board pursuant to § [22.1-238](#) or through a local adoption process that incorporates requirements for textbooks and other high-quality instructional materials in accordance with regulations promulgated by the Board.

§ 22.1-253.13:6. (Effective July 1, 2026) Standard 6. Planning and public involvement

Each such division-wide literacy plan shall be submitted to the Department and shall identify which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department pursuant to subdivision H 2 of § [22.1-253.13:1](#) or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research will be used in each grade level, kindergarten through 12, at each of the schools within such school division.

This section support local school division adoption practices if a division is considering adoption of textbooks and HQIM from the Board-approved list or if the division is using a local adoption process that incorporates requirements for textbooks and other HQIM in accordance with the regulations promulgated by the Board as described above. All textbooks and HQIM adopted by local school divisions must meet the definition of such materials:

"Textbooks and other high-quality instructional materials" means systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

Textbook and HQIM Instructional Materials Selection Best Practices

1. Engage committees in a rigorous HQIM vetting process
 - Prioritize Alignment to Standards: Use the Virginia Board of Education-Approved List of Textbook and Instructional Materials or other resources that align to the SOL

- and the VDOE Correlation documents to ensure materials are deeply and comprehensively aligned to the full scope and rigor of the *Standards of Learning*.
- Evaluate Instructional Design: Verify that materials incorporate research-based and evidence-based instructional practices specific to the discipline. Look for proof of a demonstrated record of success (efficacy data).
 - Content Adequacy and Accuracy: Ensure the materials provide adequate content to support student mastery and are factually accurate and up to date.
2. Review HQIM and determine gaps with accessibility
 - Support All Learners: Materials must include embedded, high-quality supports and scaffolds for all student populations, including English Learners (ELs), students with disabilities (SWDs), and advanced learners. Reviewers should check for differentiation and accessibility features.
 3. Conduct a practical and technical review
 - Teacher Usability: Reviewers should determine if the materials are teacher-friendly, manageable, and structured logically to reduce preparation time, allowing teachers to focus on instructional delivery.
 - Technical and Cost Transparency: Demand detailed technical specifications from publishers, including Learning Management System (LMS) integration, Single Sign-On (SSO) compatibility, device requirements, and transparent, long-term cost breakdowns (including all core and supplemental components).

Textbook and HQIM Implementation Best Practices

1. Provide targeted professional learning
 - Deepen Content and Pedagogy: Provide sustained, content-specific professional learning (PL) that moves beyond simple platform navigation. Training should focus on the instructional shifts and underlying pedagogical philosophy required by the new materials.
 - Build Content Knowledge: Provide resources and professional learning to help teachers, particularly those new to the profession or content, build their own subject matter expertise to teach the materials effectively.
 - Ongoing Coaching and Support: Establish a system of embedded professional learning through coaching, professional learning communities (PLCs), and team-based feedback cycles to support fidelity of use.
 - Implement curriculum based professional learning (CBPL) to support and strengthen HQIM instruction, connecting content knowledge and instructional strategies to the materials teachers use in their classrooms. Professional learning vendors should have merit to support the selected HQIM classroom implementation.
2. Develop and implement a strategic plan for HQIM rollout
 - Phased Implementation: Whenever possible, allow for a "crossover" or pilot year where teachers can explore and train on the new materials before full accountability begins. Avoid rushing the rollout, as this is the most common pitfall.
 - Communicate the "Why": Clearly communicate the rationale for adoption (the "why") to all stakeholders, including teachers, administrators, and parents. Emphasize how the materials address specific student needs and align with division goals.
 - Set Clear Expectations for Fidelity: Establish clear, non-punitive expectations for the fidelity of HQIM usage while still allowing teachers the professional judgment to

differentiate instruction. Use observational tools to support and monitor implementation.

APPENDICES

APPENDIX A

Virginia Textbook and High-Quality Instructional Materials (HQIM) Review Process At-a-Glance

The Virginia Board of Education's (Board) authority for approving textbooks and high-quality instructional materials (HQIM) is prescribed by the *Virginia Constitution* and within the *Code of Virginia*. The Virginia Department of Education (Department) leads the textbook review process for the Board. Textbooks and HQIM are reviewed for alignment to the latest adopted content area *Standards of Learning*. Additionally, textbooks are reviewed to ensure instructional practices that are aligned with general and discipline-specific research evidence; assessments to monitor student mastery of curriculum content; guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components. Once Board-approved textbooks and HQIM are available for a content area, local school divisions have the responsibility to lead local adoption processes.

Initial Phase

- The Board approves the textbook and high-quality instructional materials (HQIM) review process and the schedule/timeline for review of specific content area textbooks, including, but not limited to, English, Mathematics, Science and History.
- The Department administers the textbook and HQIM review process on behalf of the Board.
- The Department invites publishers to submit textbooks and HQIM for review.
- Publishers indicate their intent to submit textbooks and HQIM on the completed publishers' certification and agreement forms.
- The Department reviews the certification and agreement forms and works with publishers to address concerns. Any incomplete certification or agreement may result in the textbook being removed from consideration for review.

Review Phase

- The Department seeks nominations for qualified educators and content experts to serve on the textbook and HQIM review committees.
- Review committees of K-12 educators and content experts with advanced degrees in the representative content fields are determined.
- Review committees are trained on the expectations of the textbook and high-quality instructional materials review process.
- Publishers will provide access information for all materials under consideration to the Department. The access information will be shared with approved review committee members.
- Committee members use the evaluation criteria to review the textbooks and HQIM independently for SOL correlations, design for instructional planning and support, content, bias, and the components of HQIM.

- Members of the review committee submit their individual textbook and HQIM analyses to the Department for aggregation.
- The full evaluation committee convenes to reach consensus on their reviews of the submitted textbooks and HQIM.
- The consensus evaluations are shared with publishers.
- Publishers are given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration are reviewed by the Department.

Adoption Phase

- The Board receives the proposed list of textbooks and HQIM for first review, along with information from the publishers' certification and agreement forms.
- The public is invited to review copies of the textbooks and HQIM through public access links on the Department website and communicated to the field for public comment during a 30-day period.
- The Board reviews all public comments, considers the final recommended list, and approves the textbooks and HQIM.

Post-adoption Phase

The Department

- The Department posts a list of approved textbooks and HQIM with prices and information from the publishers' certification and agreement forms on the Department's website.
- The Department hosts training webinars for school and division leaders to review the adoption process, provide an overview the materials adopted and the alignment to the standards, and to review local adoption expectations.
- Pursuant to [§ 22.1-253.13:1. \(Effective July 1, 2026\) Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives](#), the Department will Publish annually a list of the textbooks and other high-quality instructional materials and professional learning resources adopted and procured by each local school board.
- The public may provide ongoing feedback regarding inaccuracies in an approved textbook or HQIM. The Department staff will inform publishers of errors identified. Publishers will be given the opportunity to contest the errors or propose a corrective action plan for approval by the Board.

APPENDIX B

Publisher's Submission Forms for the Virginia Textbook and High-Quality Instructional Materials (HQIM) Review Process

Approved by the Board of Education on ***** (insert date)

BACKGROUND/INTRODUCTION

The Virginia Board of Education's (Board) authority for approving textbooks and high-quality instructional materials (HQIM) is prescribed by the *Virginia Constitution* and within the *Code of Virginia*. The Virginia Department of Education (Department) leads the textbook review process for the Board.

Textbooks and HQIM have an important role in helping teachers provide instruction aligned to the SOL and in supporting students achieve the standards. This document provides a comprehensive overview of Virginia's textbook and HQIM review process including:

- how the review process is initiated;
- the evaluation procedures used by the Department before textbooks are submitted to the Board of Education for first review;
- the forms publishers must complete;
- the selection of review committee members;
- a description of State Board action; and
- an ongoing process for public comment on textbooks approved by the Board of Education.

The following references outline the Board's legal authority, as well as the responsibilities of school divisions, for the adoption of textbooks and HQIM.

Virginia Constitution, Article VIII, § 5 (d)

[Constitution of Virginia - Article VIII. Education](#)

It (The Board) shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia

[§ 22.1-1. \(Effective July 1, 2026\) Definitions](#)

"Textbooks and other high-quality instructional materials" means systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language

learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

§ 22.1-238. (Effective until July 1, 2026) Approval of textbooks

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

§ 22.1-238. (Effective July 1, 2026) Approval of textbooks and other high-quality instructional materials

- A. The Board of Education shall have the authority to approve textbooks and other high-quality instructional materials suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks and other high-quality instructional materials on its website and shall list the publisher and the current lowest wholesale price of such textbooks and other high-quality instructional materials
- B. Any school board may use textbooks and other high-quality instructional materials not approved by the Board provided the school board selects such textbooks and other high-quality instructional materials in accordance with regulations promulgated by the Board.

§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives

The Department shall develop a list of core literacy curricula for students in kindergarten through grade five and supplemental instruction practices and programs and intervention programs for students in kindergarten through grade eight that consist of evidence-based literacy instruction aligned with science-based reading research. The list shall be approved by the Board.

To support local adoption and implementation of textbooks and other high-quality instructional materials, the Department shall:

1. Review and update its "Virginia's Textbook Review Process" document to identify textbooks and other high-quality instructional materials for Board approval pursuant to § 22.1-238. Such review process shall include guidelines and timelines for the submission of, review of, comment on, and evaluation of textbooks and instructional materials, the

development and update at least every seven years of evaluation rubrics to determine the extent to which submitted textbooks and instructional materials meet the definition of textbooks and other high-quality instructional materials, the selection and training of Virginia review teams that represent educators from various geographical regions of the Commonwealth and the diversity of the Commonwealth's schools, opportunity for public comment, and the publication of ratings and reports based on the reviews;

2. Implement the review process developed pursuant to subdivision 1 to develop a list of textbooks and other high-quality instructional materials for English language arts for grades six through 12 and mathematics, science, and history and social science for grades kindergarten through 12;
3. Develop, adopt, and publish a list of approved vendors of professional learning resources that support teachers to implement the textbooks and other high-quality instructional materials approved by the Board pursuant to § 22.1-238;
4. For any school that requires improvement, based on federal indicators or a failure to meet Board standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and contract with vendors of professional learning resources from the list approved in accordance with subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional materials and professional learning resources; and
5. Publish annually a list of the textbooks and other high-quality instructional materials and professional learning resources adopted and procured by each local school board.

Acts of the General Assembly

[2014 Uncodified Act - Chapter 440](#)

[SB4 \(2014\) Chapter 440 § 1](#) was passed as an Uncodified Act of the General Assembly. Be it enacted by the General Assembly of Virginia:

1. *§ 1. That all textbooks approved by the Board of Education pursuant to § [22.1-238](#) of the Code of Virginia, when referring to the Sea of Japan, shall note that it is also referred to as the East Sea.*
2. That the provisions of this act shall not affect any textbook approved by the Board of Education prior to July 1, 2014.

PRIMARY MATERIAL SUBMITTED FOR REVIEW

As noted in the Code of Virginia [§ 22.1-1. \(Effective July 1, 2026\) Definitions](#) the term "Textbooks and other high-quality instructional materials" means systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components.

For the remainder of this document, such textbook or HQIM instructional media will be referred to as "primary material." Primary material contains the core curriculum that is the basis for the grade-level subject or course. The Virginia Department of Education (Department) review committees will review the material selected by the publisher as the "primary material." The materials for review as described in the above-mentioned Code will include student materials, supporting teacher materials to support instructional practices, assessments, documentation that demonstrates guidance to meet student needs for enrichment and support, and additional resources for the development of teachers' content knowledge, support of instructional practice implementation and understanding of the curriculum components.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. The Department review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the Department review committees as a part of the textbook approval process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that are delivered through an interactive format.

REQUIRED FORMS

Publishers must complete the "**Textbook and HQIM Publisher's Certification**" and "**Textbook and HQIM Publisher's Agreement**" listing all primary materials submitted for review consideration at the time the publisher signals intent to submit textbooks for review as part of the Virginia Textbook and High-Quality (HQIM) Review Process.



Textbook and High-Quality Instructional Materials (HQIM) Publisher's Certification

Date:	Publisher:
Primary Contact Name:	
Phone Number:	Email Address:
Publisher Website:	

The Publisher indicated above submits the following textbooks and HQIM primary materials to the Virginia Department of Education for consideration in the Virginia Textbook and High-Quality Instructional Materials (HQIM) Review Process. Add rows as necessary. Note, only one version of the primary material will be reviewed by VDOE committees. If the primary material is available in more than one format, provide an explanation of how they differ or are comparable.

Title	ISBN	Copyright	Grade Level or Course Title	Submission format: Digital, Print, or Both

For each primary material above, the Publisher must complete the “**Author/Editor and Content Review Expert**” form.

Necessary explanations regarding format:

The Publisher certifies the following:

1. Each textbook and HQIM has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.
2. Each textbook and HQIM has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.
3. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
4. All textbooks comply with Virginia law.
5. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

Quality Assurance and Editing Process: Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

- the quality assurance and workflow steps used to ensure accuracy of content;
- the design of instructional practices that are aligned with general and discipline-specific research evidence;
- the assurance that instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components;
- the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- the process used to reach consensus on information with divergent interpretations.

Enter the description here. (Additional information will not be considered or reviewed.)

Certification Signature of the Primary Contact (digital signature accepted):

Sign:	Print Name:
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Textbook and High-Quality Instructional Materials (HQIM) Author/Editor and Content Review Expert Information

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

Publisher:
Product Name:
Author (s):
Edition:

Primary Material for Review

Title	ISBN	Copyright	Grade Level or Course Title	Submission format: Digital, Print, or Both

Author/Editor Information

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

Author/Editor:	
Education and Professional Background	
Related Published Works	
Professional Qualifications and Specific Areas of Expertise	
Did the author/editor review the final copy of his/her work before publication?	

<input type="checkbox"/> Yes <input type="checkbox"/> No	
Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.)	

(Duplicate table for each Author/Editor)

Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

Reviewer	
Education and Professional Background	
Related Published Works	
Professional Qualifications and Specific Areas of Expertise	
Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)	

Reviewer	
Education and Professional Background	
Related Published Works	
Professional Qualifications and Specific Areas of Expertise	
Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)	

Reviewer	
Education and Professional Background	
Related Published Works	

Professional Qualifications and Specific Areas of Expertise	
Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)	

TEXTBOOK AND HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) PUBLISHER'S AGREEMENT

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Virginia Department of Education (Department) for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education (Board).
2. If any factual or editing errors are identified in a PUBLISHER's textbook following its approval by the Board, the PUBLISHER will submit a corrective action plan to the Department within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER's and the Department's webpage; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER's expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board's determination.
4. If numerous and/or significant errors are identified in a textbook on the Board's approved list, the Board may, in its sole discretion, withdraw the textbook from the approved list. The Board must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meet with the Department before removal. A "significant error" is a factual or editing error that the Board or Department determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
5. If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board, the PUBLISHER will ensure that the updated/revised material has been

vettted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

6. PUBLISHER will make the completed correlation documents available to local school divisions for local textbook adoption processes.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary. (Item #3 in the certification)

Signature of the President of the Publisher or Designee

Printed Name of Person Signing

Date

APPENDIX C

Evaluation Criteria Used in the Textbook and HQIM Review Process

Section I: Alignment with the content-specific Standards of Learning

The criteria below are established for conducting a systematic evaluation to determine alignment between the proposed textbook and high-quality instructional materials and the established content-specific *Standards of Learning* and accompanying Instructional Guides. The goal of the alignment review is to ensure that the textbook and instructional materials provide adequate content and materials to support student mastery~~effectively reflect content and essential academic practices~~ with the required rigor and grade-level expectations of each of the *Standards of Learning*. Correlations should match both the individual standard and the “Understanding the Standard” reflected in the content-specific *Standards of Learning*.

Alignment documents will be created for content-specific *Standards of Learning* by grade level or course. A sample correlation chart is included below the alignment descriptors.

Alignment Descriptors

Alignment descriptors will be used with each standard within the content-specific *Standards of Learning*.

Adequate (A)

- Textbook or high-quality instructional materials content and practices are aligned with the content and rigor of the standard.
- There is adequate content and materials for students mastery to the corresponding *Standards of Learning* ~~Most of the~~ “Understanding the Standard” and “Skills and Practice” in the content-specific instructional guide is supported.

Limited (L)

- Limited connections between the content and/or rigor of the standard and the textbook and high-quality instructional materials are noted.
- “Understanding the Standard” and “Skills and Practice” are not sufficiently addressed.

No Evidence (N)

- No alignment between the standard and the textbook and instructional materials.
- “Understanding the Standard” and “Skills and Practice” in the discipline instructional guide are not addressed.

Sample Alignment Document Excerpt

The sample demonstrates an excerpt from the 2024 English *Standards of Learning* Correlation Tool used to review the Grade 3 English *Standards of Learning*. Reviewers will use tools like this to determine the alignment to each standard within the content-specific *Standards of Learning*. Each content-specific correlation tool will be created to match the last Board-approved content-specific *Standards of Learning*.

Sample on the next page.

Sample: 2024 English Language Arts Textbook Consensus Alignment to the 2024 English Standards of Learning, Grade 3 Reading

English Standard 3.RV

Correlation: The content and materials must adequately address both the corresponding standard and the “Understanding the Standard.” Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)

<p>3.RV The student will systematically build vocabulary and word knowledge based on grade- three content and texts read or heard.</p>	<p>Alignment: Must address both the standard and the “Understanding the Standard.” Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</p>
<p>3.RV.1 A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p>	
<p>3.RV.1 B. Discuss meanings of complex words and phrases acquired through conversations and literature.</p>	
<p>3.RV.1 C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).</p>	
<p>3.RV.1 D. Use the context of a sentence to apply knowledge of homophones.</p>	
<p>3.RV.1 E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.</p>	
<p>3.RV.1 F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</p>	
<p>3.RV.1 G. Distinguish shades of meaning among verbs and adjectives.</p>	
<p>3.RV.1 H. Use strategies to infer word meanings.</p>	
<p>3.RV.1 I. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.</p>	
<p>3.RV.1 J. Use newly learned words and phrases in discussions and speaking activities.</p>	

Section II: Instructional Design and Support

The following criteria will be used to systematically evaluate the degree to which the textbook and high-quality instructional materials provide comprehensive support for teacher instruction of the standards. This sample rubric below may be adjusted to allow for technical edits and alignment per the content area being reviewed.

Textbooks and HQIM must provide the following:

1. adequate content and materials for student mastery of corresponding Standards of Learning; (Section I; Section II, Criteria A, C, F)
2. instructional practices that are aligned with general and discipline-specific research evidence;(Section II, Criteria B, D)
3. assessments to monitor student mastery of curriculum content; (Section II, Criteria E)
4. guidance for meeting student needs including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; (Section II, Criteria D) and
5. resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success, and build understanding of the rationale for curricula components (Section II, Criteria F, G).

Adequate: Evidence was found for all criteria descriptors.

Limited: Evidence was found for most of the criteria descriptors.

No Evidence: Evidence was found for less than half of the criteria descriptors.

Criteria- Check indicators of descriptors where evidence was found.	Adequate (A), Limited (L), or No Evidence (N)
<p>A. Useability: Textbook and instructional materials are presented in an organized, logical manner, are free of bias, and are appropriate for the age, grade, and maturity of the students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents the content in a well-organized format that is accurate and explains the effective instructional approaches and strategies. <input type="checkbox"/> The format design includes title, subheadings, and appropriate cross-referencing for ease of use. <input type="checkbox"/> There is cohesion between the textbook and instructional materials, allowing for teacher ease of use when moving between the textbook and the instructional materials. <input type="checkbox"/> Some features help in searching and locating information (e.g., table of contents; pull-down menu or sitemap of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists or checklists for major sections). <input type="checkbox"/> The writing style, syntax, and non-discipline specific vocabulary are grade-level appropriate. 	

<ul style="list-style-type: none"> <input type="checkbox"/> Textbook and instructional material resources integrate instructional practices that are based on reliable, trustworthy, and valid evidence. 	
<p>B. Intentional/Instructional Design: The textbook and instructional materials are organized appropriately within and among units of study.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Textbook and instructional materials use intentional sequencing of materials and instructional strategies to build knowledge and understanding for students. <input type="checkbox"/> Textbook and instructional materials are organized around meaningful content and topics that relate to real-world contexts. <input type="checkbox"/> The textbook and instructional materials are cohesive and build understanding for the rationale of the curricular components. 	
<p>C. Instructional Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic vocabulary aligns with the expectations of the grade level standards and instructional guides. <input type="checkbox"/> The textbook and instructional materials provide comprehensive support for teacher instruction. <input type="checkbox"/> Instructional practices and strategies are aligned with general and discipline-specific research evidence. <input type="checkbox"/> Instructional support is embedded for teachers to develop discipline content knowledge and pedagogical content knowledge. <input type="checkbox"/> Textbook and instructional materials regularly and systematically include pacing, resources, and suggestions required to support all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies). 	
<p>D. Instructional Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Textbook and instructional materials are organized around content and integrate a variety of discipline concepts and skills, and not isolated skills. <input type="checkbox"/> The comprehensive textbook and instructional materials provide a carefully planned sequence guiding teachers in how to scaffold students’ understanding of complex content or topics. <input type="checkbox"/> Textbook and instructional materials provide guidance and embedded scaffolds for meeting diverse student needs (advanced learners, English Learners, and students with disabilities). <input type="checkbox"/> Textbook and instructional materials incorporate student engagement and active participation strategies. 	

<p>E. Assessment & Feedback:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Textbook and instructional materials integrate formative and summative assessments that directly reflect the expectations of the Standard and where learning can be evaluated through specific, observable, and measurable look-fors. <input type="checkbox"/> Culminating assessments, projects, or performance tasks vary in style and format and provide alternative opportunities for students to demonstrate thinking about tasks and topics. <input type="checkbox"/> There are multiple opportunities for students to show their thinking and engage in discourse through formative assessments, to demonstrate mastery of the standard content and practices and to evaluate student learning. <input type="checkbox"/> Provides guidance for explicit, timely, informative, and accessible formative feedback to address partial understandings. <input type="checkbox"/> Includes a variety of assessment types that assess the application of skills and appropriate sources, while not relying heavily on true/false or multiple-choice questions. 	
<p>F. Integrated Technology (if applicable)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated technology coherently supports the textbook and instructional material scope and sequence, providing instructional support with grade-level concepts. <input type="checkbox"/> The technology enhancement is fully and rigorously aligned to the state's specific K-12 standards. 	
<p>G. Supporting Educator Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides instructional supports and professional development. <input type="checkbox"/> Resources support the development of content knowledge for educators. <input type="checkbox"/> Provides examples of instructional flow and effective strategies aligned to the expectations of the Standard. <input type="checkbox"/> Supports the implementation of instructional practices that are based on reliable, trustworthy, and valid evidence. <input type="checkbox"/> Publisher has a demonstrated record of success, as applicable. <input type="checkbox"/> Materials build understanding of the rationale for curricula components. 	