Gateway 1

Criterion 3.1

Criterion 3.2

Criterion 3.3

Criterion 3.4

Gateway 3:
Usability

Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

*Indicator 3a: Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	0/2/4	**Guiding question:** How are the materials structured to provide information that will assist the teacher in presenting the student materials or ancillary materials?

Evidence Collection
Note: "Ancillary materials" are defined as any supplemental materials or resources that support students' literacy development (e.g., glossary, anchor charts, exemplars, templates, specific websites, platforms, or other multimedia). **As you examine the materials:** ● Review the teacher materials, both print and digital (if available), across the series. ● Describe if and how the teacher materials include overview sections, annotations, narrative information, or other documents that will assist the teacher in presenting the student material and/or ancillary materials. ● Describe how information and guidance provided by the teacher materials is useful for planning instruction. Look for suggestions about instructional strategies and guidance for presenting the content (specifically how to support students' literacy development). These are often in the planning sections as well as margin notes, but could also be in the front matter philosophy, professional development, or explanations of program components.

Consider the following:
- How are the materials structured to provide information that will assist the teacher in presenting the student material or ancillary materials?
- How do the materials provide specific guidance to plan instruction and support students in the content (specifically how to support students' literacy development)?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Teacher materials consistently provide guidance with sufficient and useful annotations and suggestions that will assist the teacher in presenting the student materials and ancillary materials.
- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.

Gateway 3:
Usability

Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

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*Indicator 3b: Materials provide a teacher's edition that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a

dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

	0/2/4	**Guiding question:**
*3b. Materials provide a teacher's edition that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject.		How do the materials support deepening teachers' understanding of specific content and standards?

Evidence Collection

As you examine the materials:
- Review the teacher materials, both print and digital (if available), across the series.
- Describe if and how the materials provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.

Consider the following:
- Where are supports provided for teachers to develop their own understanding of more advanced concepts?
- How are these supports presented so that the explanations are useful in context with upcoming instruction?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the** **requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the** **requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this** **indicator.**

- Explanations of concepts included within a lesson/module/unit are accessible to all educators, and provide examples as necessary.
- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.

Gateway 3:
Usability

Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

*Indicator 3c: Materials provide a teacher's edition that includes standards correlation information that explains the role of the standards in the context of the overall series.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3c. Materials provide a teacher's edition that includes standards correlation information that explains the role of the standards in the context of the overall series.	0/2/4	**Guiding question:** How does each lesson and unit align to the MS CCRS for English language arts? How does the content or course connect to previous and upcoming content or courses?

Evidence Collection

As you examine the materials:
- Review the table of contents, pacing guides, scope and sequence, and other print and digital (if available) teacher materials.
- Describe how teacher materials provide documentation that addresses how individual units, lessons, or activities throughout the series are aligned to reading, writing, speaking, and/or listening (Common Core ELA Standards), as applicable.
- Describe how teacher materials provide information to allow for coherence across multiple course levels, if applicable, to allow a teacher to make prior connections and teach for connections to future content.

Consider the following:
- Are the standards identified consistently and accurately?
- Do the materials identify how the current work fits into the K-12 progression of learning?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**2 points: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**4 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.
● Correlation information is present for the ELA standards addressed throughout the grade-level/series. ● Explanations of the role of the specific grade-level/course-level literacy are present in the context of the series.		

Gateway 3:
Usability

Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

Indicator 3d: Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a

dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Narrative Evidence Only	**Guiding question:** Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?

Evidence Collection

As you examine the materials:
- Review both print and digital (if available) student materials and teacher's materials, including beginning sections of the entire course, unit, chapter, or lesson that contains overview sections, teacher instruction pages, or ancillary supports for a narrative explanation of the content in each topic, paying attention to key instruction that will inform others that may be assisting the student's progress.
- Describe where the materials contain strategies for informing students, parents, or caregivers about the English Language Arts program.
- Describe where the materials contain suggestions for how parents or caregivers can help support student progress and achievement.

Consider the following:
- To what extent do the materials contain overview sections, teacher instruction pages, or ancillary supports that contain

strategies for informing students, parents, or caregivers about the English Language Arts program?
- To what extent do the materials contain overview sections, teacher instruction pages, or ancillary supports that contain suggestions for how parents or caregivers can help support student progress and achievement?
- How easy was finding narrative explanations of the English Language Arts content that can be used to inform others that may be assisting the child in their progress at school?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials contain a narrative explanation of the content in each topic, paying attention to key instruction that will inform others that may be assisting the student in their progress at school.
- Materials contain suggestions for how parents or caregivers can help support student progress and achievement.

Gateway 3:
Usability

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Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

*Indicator 3e: Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.

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As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	0/2/4	**Guiding question:** Do the materials provide explanations of the instructional approaches of the program? Do the materials identify research-based strategies that have informed the design of the materials?

Evidence Collection

As you examine the materials:
- Review the teacher materials, both print and digital (if available), across the series.
- Describe how and where the teacher materials explain the instructional approaches of the program.
- Describe how and where the teacher materials identify research-based strategies that are used in the design.

Consider the following:
- Where and how well do the materials explain the instructional approaches of the program?
- Where and how well do the materials identify research-based strategies used in and throughout the program?
- Where and how well do the materials provide teacher guidance for implementing research-based strategies?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**2 points: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**4 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.
● Teacher materials explain the instructional approaches of the program. ● Teacher materials include and reference research-based strategies.		

Gateway 3:
Usability

Criterion 3.1: Teacher Supports

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

Indicator 3f: Materials provide a comprehensive list of supplies needed to support instructional activities.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	0/1	**Guiding question:** Do the materials contain a comprehensive list of materials needed to support implementation?

Evidence Collection

As you examine the materials:
- Review the teacher materials, both print and digital (if available), across the series.
- Determine whether a comprehensive list of required materials is provided.

Consider the following:
- Does the series provide a comprehensive list of required materials? At what level(s) is the support provided (course, unit/module, lesson, etc.)?

Scoring: Materials can only score a 0, 1.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**		**1 point: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- The materials include a comprehensive list of supplies needed to support the instructional activities.

Gateway 3:
Usability

Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

*Indicator 3g: Assessment information is included in the materials to indicate which standards are assessed.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3g. Assessment information is included in the materials to indicate which standards are assessed.	0/2/4	**Guiding question:** Do the materials identify the standards being assessed for all assessment types?

Evidence Collection

As you examine the materials:
- Review assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools.
- Describe how and where assessments clearly identify which standards are being assessed. Include the level at which the assessment is given (unit, lesson, etc.) and the level at which standards are identified (assessment, task, item, etc.).
- Describe any instances where standards are identified inaccurately.
- Identify any standards that are not listed or materials do not address.
- Describe whether standards are student-facing (i.e., materials students use), teacher-facing (i.e., materials teachers use), or both.

Consider the following:
- Where and how do the materials clearly identify which standards are assessed?
- Do the materials accurately identify the standards identified for each assessment?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**2 points: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**4 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.
- Materials identify the standards assessed for all assessments. - The standards identified for all assessments are accurate.		

Gateway 3:
Usability

Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

*Indicator 3h: Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	0/2/4	**Guiding question:** Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?

Evidence Collection

As you examine the materials:
- Review assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools.
- Describe if and how assessments provide tools for scoring purposes (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback).
- Describe whether guidance is provided to teachers to interpret student understanding. Look for task-specific scoring guidance to help determine if a student has met the expectations.
- Describe whether teachers are provided with guidance to respond to student needs elicited by the assessment. Record evidence about follow-up steps/suggestions provided for the teacher.

Consider the following:
- How and where do the materials provide tools to score assessment items?
- Is guidance consistently provided to teachers to interpret student understandings?
- Are teachers consistently provided with guidance to respond to student needs elicited by the assessment?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
- Assessments consistently provide tools and guidance for interpreting student performance. - Assessments consistently provide guidance for teachers to follow-up with students.		

Gateway 3:
Usability

Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

*Indicator 3i: Assessments include item types that measure the depth and rigor of the expectations of the standards.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	0/2/4	**Guiding question:** Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?

Evidence Collection

As you examine the materials:
- Review assessments and corresponding assessment guidance across the series.
- Describe the different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) used for student assessments.
- Describe the different types of items and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice) used for student assessments.

Consider the following:
- Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and how are they used across different assessments, grades/courses, and series?
- Do the assessments include a variety of types (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice) and how are they used across different assessments, grades/courses, and series?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
- Assessments consistently include a variety of item types to assess grade-level/course standards across the series. - Assessments include a variety of modalities. - Assessment items assess the intent of the standard.		

Gateway 3:
Usability

Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

Indicator 3j: Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Narrative Evidence Only	**Guiding question:** What assessment accommodations are available?

Evidence Collection

As you examine the materials:
- Review assessments and corresponding assessment guidance across the series.
- Describe where and how accommodations that ensure all students can access the assessment,(e.g. text to speech, increased font size, etc.) without changing the content of the assessment.
- Describe any guidance for teachers on the use of provided accommodations.
- Describe whether any accommodations alter grade-level/course expectations or the content of the assessment for students.

Consider the following:
- Where and how do the assessments provide accommodations for students?
- Where and how is guidance provided for teachers to use the accommodations?
- Do accommodations alter grade-level/course expectations for students?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
● Assessments provide accommodations for students without altering grade-level expectations. ● Materials include teacher guidance for the use of provided accommodations.		

Gateway 3:
Usability

Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

*Indicator 3k: Assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*3k. Assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.	0/2/4	**Guiding question:** How is the system of assessments constructed to identify what students are learning or have learned? How do the assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?

Evidence Collection

As you examine the materials:
- Review assessments and corresponding assessment guidance across the series.
- Describe which assessment opportunities (formative, interim, summative, informal, growth/progress monitoring, etc.) are present and how they are designed to work together across the series to meet intended learning goals.
- Describe the teacher guidance that explains the role and purpose of each assessment within and across the series.

Consider the following:
- Is there an assessment system that includes multiple assessments for a variety of purposes?
- Is the role and purpose of each assessment type clearly defined?
- Is guidance present for teachers to understand how each assessment type connects and builds toward grade-level or series expectations?
- Do assessments within the system provide on-going information on student performance towards grade-level/course expectations?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**2 points: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**4 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.

- The materials incorporate a system of assessments.
- The materials provide guidance to denote how each assessment connects and builds towards grade-level expectations.

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Gateway 3:
Usability

Criterion 3.3: Student Supports

Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicator 3I: Materials provide opportunities for teachers to use a variety of grouping strategies.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3I. Materials provide opportunities for teachers to use a variety of grouping strategies.	Narrative Evidence Only	**Guiding question:** What are the types and frequency of grouping strategies for teachers to use?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe how and where the materials provide grouping strategies for students, including any guidance on how to group students with learning variances, English Learners, and those in special populations.
- Describe how and where the materials provide for interaction among students and the types of interactions provided.
- Describe how and where the materials provide guidance for the teacher on grouping students in a variety of grouping formats.

Consider the following:
- How and where do materials provide different grouping strategies? How does this differ based on the needs of particular students?
- How and where do materials balance whole group, small group, and individual instruction to provide for interaction among students?
- How and where do the materials provide guidance for the teacher on how and when to use specific grouping strategies?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
- Materials provide grouping strategies for students. - The types and frequency of grouping strategies balance whole group, small group, and individual instruction to provide for interaction among students. - Grouping strategies are based on the needs of particular students.		

Gateway 3:
Usability

Criterion 3.3: Student Supports

Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicator 3m: Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3m. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning.	Narrative Evidence Only	**Guiding question:** Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe how and where the materials provide opportunities for students to share their thinking in a variety of formats, including but not limited to discussions, in writing, presentations, projects, etc.
- Describe how and where students have opportunities to share their thinking, to compare their thinking with other students or with new ideas presented in the learning opportunities, and to apply their understanding in new contexts.
- Identify multiple or alternative formats (e.g. spoken and written language; diagrams and pictures; use of theater/music/drama; and computer-based modeling) for students to express their ideas during instruction and/or assessment.

Consider the following:
- How do the materials provide multi-modal opportunities for students to share their thinking?
- What are the different opportunities used across the series for students to share their thinking?
- Do the materials suggest multiple or alternative formats (e.g., spoken and written language; diagrams and pictures; use of theater/music/drama; and computer-based modeling) for students to express their ideas during instruction and/or

assessment?
- Do students have opportunities to share their thinking, compare their thinking with other students or with new ideas presented in the learning opportunities?
- Do students have opportunities to apply their understanding in new contexts?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials provide multi-modal opportunities for students to share their thinking.
- Materials identify multiple or alternative formats for students to express their ideas and understanding during instruction and/or assessment.
- Students have opportunities to apply their understanding in new contexts.

Gateway 3:
Usability

Criterion 3.3: Student Supports

Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicator 3n: Materials provide opportunities for students to monitor their own learning.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3n. Materials provide opportunities for students to monitor their own learning.	Narrative Evidence Only	**Guiding question:** Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe if and how materials provide for ongoing review, practice, self-reflection, and feedback.
- Describe if and how materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection.
- Describe if and how materials provide a clear path for students to monitor and move their own learning.

Consider the following:
- Where and how often do the materials provide for ongoing review, practice, self-reflection, and feedback?
- Where and how often do the materials provide guidance for multiple feedback strategies, such as oral and/or written feedback?
- Where and how often do the materials provide guidance for multiple strategies for peer or teacher feedback?
- Where and how often do the materials encourage students to monitor their own progress based on feedback and self-reflection?
- Where and how often do the materials provide a clear path for students to monitor and move their own learning?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the** **requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the** **requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this** **indicator.**
● Materials consistently include opportunities for students to monitor their own learning. ● Materials provide guidance for multiple strategies for peer or teacher feedback and self-reflection.		

Gateway 3:
Usability

Criterion 3.3: Student Supports

Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicator 3o: Materials provide guidance and strategies to encourage and support teachers to draw upon student home language to facilitate learning.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3o. Materials provide guidance and strategies to encourage and support teachers to draw upon student home language to facilitate learning.	Narrative Evidence Only	**Guiding question:** Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe if and how the materials provide suggestions and strategies to use the home language to support students in learning English Language Arts.

Consider the following:
- What strategies are present to utilize student home language in context with the materials? Are these strategies generalized or specific to certain content?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
● Materials provide suggestions and strategies to use students' home language to support them in learning English Language Arts. ● Suggestions and strategies are specific to content rather than generalized.		

Gateway 3:
Usability

Criterion 3.3: Student Supports

Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicator 3p: Materials provide guidance and strategies to encourage and support teachers to draw upon students' diverse cultural, linguistic, and social backgrounds to facilitate learning.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3p. Materials provide guidance and strategies to encourage and support teachers to draw upon students' diverse cultural, linguistic, and social backgrounds to facilitate learning.	Narrative Evidence Only	**Guiding question:** Are the materials designed to elicit and leverage students' diverse cultural and social backgrounds?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe if and how materials make connections to the linguistic, cultural, and conventions used in learning English Language Arts.
- Describe if and how materials make connections to the linguistic and cultural diversity to facilitate learning.
- Identify if teacher guidance is present on how to engage culturally diverse students in the learning of English Language Arts.
- Identify equity guidance and opportunities in the materials.
- Identify opportunities for students to feel "acknowledged" such as tasks based on customs of other cultures; sections provided in multiple languages such as the glossary, digital materials, family letters, etc.
- Identify prompts where students are encouraged to share how they (or their parents) do things at home or use information to create personal problems, etc.

Consider the following:
- How well do the materials capitalize on diverse cultural and social backgrounds of students?

- How well do the materials help to promote equity and access (across genders, cultures, or countries of origin)?
- How well are the learning goals, instructional activities, text, and images presented in a context designed to leverage diverse cultural and social backgrounds of students?
- How well are the learning goals, instructional activities, text, or images, likely to be relevant, interesting and/or motivating to students?
- How well do the materials connect to the students' funds of knowledge, culture, or community?

Scoring: Narrative Evidence Only

Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations
Materials DO NOT meet ANY of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials meet ALL of the requirements of this indicator.**

- Materials include teacher guidance on making connections to linguistic and cultural diversity to facilitate learning.
- Materials promote equity and access.

Gateway 3:
Usability

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Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator 3q: Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level series standards, when applicable.

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As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3q. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level series standards, when applicable.	Narrative Evidence Only	**Guiding question:** Do the materials integrate digital technology and interactive tools in ways that support student engagement in English Language Arts and literacy?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe if and how digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools are available to students.
- Describe if and how included digital tools support student engagement in English Language Arts.
- Describe if and how digital materials can be customized for local use (i.e., student and/or community interests).

Consider the following:
- What digital technology and interactive tools are included in the materials?
- How are digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools made available to students?
- How do included digital tools support student engagement in English Language Arts?
- How can digital materials be customized for local use (i.e., student and/or community interests)?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
● Digital technology and interactive tools are available to students. ● Digital tools support student engagement in English Language Arts.		

Gateway 3:
Usability

Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator 3r: Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3r. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Narrative Evidence Only	**Guiding question:** Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe how and where the materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.
- Describe which stakeholders the materials support collaboration between: teacher to teacher, teacher to student, or student to student.

Consider the following:
- How and where do the materials provide opportunities for online or digital collaboration?
- How and where do the materials provide opportunities for students to collaborate with the teacher and/or with other students?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
● Materials provide opportunities for online or digital collaboration. ● Materials provide opportunities for students to collaborate with the teacher and with other students.		

Gateway 3:
Usability

Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator 3s: The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3s. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	Narrative Evidence Only	**Guiding question:** Does the visual design support student learning and engagement, without being visually distracting?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe how images, graphics, and models support student learning and engagement without being visually distracting.
- Describe whether teacher and student materials are consistent in layout and structure across lessons/modules/units.
- Describe if and how the images, graphics, and models clearly communicate information or support student understanding of topics, texts, or concepts.
- Identify any errors in the resources related to usability.

Consider the following:
- Do all images, graphics, and models support student learning and engagement, without being visually distracting?
- Are the teacher and student materials consistent in layout and structure?
- Are there any directions, questions, or information in the instructional materials or assessments that are ambiguous, unclear, or inaccurate.
- Are the organizational features (Table of Contents, glossary, index, internal references, table headers, captions, etc.) in the materials clear, accurate, and error-free?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**
● All images, graphics, and models support student learning and engagement without being visually distracting. ● Teacher and student materials are consistent in layout and structure. ● Student materials include clear directions and explanations, and reference aids are correctly labeled.		

Gateway 3:
Usability

Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator 3t: Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3t. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Narrative Evidence Only	**Guiding question:** Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?

Evidence Collection

As you examine the materials:
- Review teacher materials across the series.
- Describe where and how the teacher materials provide guidance for using embedded technology to support and enhance student learning, where applicable.

Consider the following:
- Where and how do teacher materials provide guidance for using embedded technology to support and enhance student learning, where applicable?

Scoring: Narrative Evidence Only

Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	Partially Meets Expectations Materials DO NOT meet ALL of the requirements of this indicator.	Meets Expectations Materials meet ALL of the requirements of this indicator.

- Materials provide guidance for using embedded technology.

- Embedded technology supports and enhances student learning, where applicable, and is overarching and accessible to most.

Gateway 3:
Usability

Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator 3u: Materials are available in a digital platform and support remote learning opportunities.

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or

citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

3u. Materials are available in a digital platform and support remote learning opportunities.	Narrative Evidence Only	**Guiding question:** Do the materials support virtual/remote or blended learning?

Evidence Collection

As you examine the materials:
- Review teacher and student materials across the series.
- Describe where and how the teacher and student materials are web-based, compatible with multiple internet browsers, are platform neutral, and allow the use of various electronic devices.
- Describe how teachers can personalize learning for all students.
- Look at options for local customization within the materials.

Consider the following:
- Are resources web-based, compatible with multiple internet browsers, platform neutral, and allow the use of tablets and mobile devices?
- Can materials be personalized for all students?
- Can materials be customized for local use?

Scoring: Narrative Evidence Only		
Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Instructional technology resources are web-based, compatible with multiple internet browsers, platform neutral, and allow the use of tablets and mobile devices.
- Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.
- Materials can be easily customized for local use.