Early Childhood Education

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Early Childhood Education**](https://cte.idaho.gov/wp-content/uploads/2023/04/Early-Childhood-Education-Program-Standards-2022-1-1.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not Applicable |
| --- | --- | --- | --- |
| Standard for Early Childhood Education is not evident. | There is some evidence of the Standard for Early Childhood Education. | Materials explicitly align to and support the Standard for Early Childhood Education through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE ECE.1.0: Career exploration and professional practices

### Performance Standard CTE ECE.1.1 Postsecondary Education Options

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.1.1 Analyze career and education paths and opportunities for employment in early childhood education and related services. | 0 1 2 N/A |  |
| 1. CTE ECE.1.1.2 Describe specific work environments, qualifications, and employment opportunities that provide services to children and families at each level of the career ladder. | 0 1 2 N/A |  |
| 1. CTE ECE.1.1.3 Describe trends that affect child‐related careers on the local, state, and national levels. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.1.2 Professionalism in Early Childhood Education

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.2.1 Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) www.fcclainc.org ]. | 0 1 2 N/A |  |
| 1. CTE ECE.1.2.2 Participate in student and/or professional organizations’ functions and leadership opportunities. | 0 1 2 N/A |  |
| 1. CTE ECE.1.2.3 Compare professional early childhood education organizations and programs [e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS, and organizations that focus on infant-toddlers and family childcare providers]. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.1.3 Ethical Standards and Professional Guidelines

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.3.1 Integrate the NAEYC Code of Ethical Conduct into practice. | 0 1 2 N/A |  |
| 1. CTE ECE.1.3.2 Maintain confidentiality and respect of children, families, and colleagues. | 0 1 2 N/A |  |
| 1. CTE ECE.1.3.3 Analyze ethical dilemmas and determine professional and appropriate courses of action. | 0 1 2 N/A |  |
| 1. CTE ECE.1.3.4 Explain the purpose and importance of program accreditation and licensure. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.1.4 Professional Development and Collaboration

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.4.1 Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements. | 0 1 2 N/A |  |
| 1. CTE ECE.1.4.2 Engage in career exploration and leadership development. | 0 1 2 N/A |  |
| 1. CTE ECE.1.4.3 Foster effective relationships within collaborative teams. | 0 1 2 N/A |  |
| 1. CTE ECE.1.4.4 Identify initial and ongoing requirements for professional development (local, state, and national). | 0 1 2 N/A |  |
| 1. CTE ECE.1.4.5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist). | 0 1 2 N/A |  |
| 1. CTE ECE.1.4.6 Identify a variety of agencies, organizations, and professionals available to young children and families. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.1.5 Knowledge, Reflection, and Critical Analysis

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.5.1 Develop goals based on reflections of current practice with young children, families, and peers. | 0 1 2 N/A |  |
| 1. CTE ECE.1.5.2 Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio]. | 0 1 2 N/A |  |
| 1. CTE ECE.1.5.3 Develop awareness of an understanding and accepting approach to working with diverse children and families. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.1.6 Advocacy for Young Children and the Profession

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.1.6.1 Examine the economic impact of early childhood education services on local, state, and national levels. | 0 1 2 N/A |  |
| 1. CTE ECE.1.6.2 Align advocacy to research and early childhood education resources on the local, state, and national level. | 0 1 2 N/A |  |
| 1. CTE ECE.1.6.3 Demonstrate understanding of local and Idaho Legislative processes and impact on laws governing child care licensing and early education. | 0 1 2 N/A |  |
| 1. CTE ECE.1.6.4 Advocate for young children, families, and the profession using written and verbal communication (e.g., letter writing, contacting your legislator, writing an editorial, and participating in an advocacy event). | 0 1 2 N/A |  |
| 1. CTE ECE.1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ECE.2.0: promoting child development and learning

### Performance Standard CTE ECE.2.1 Characteristics and Needs of Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development. | 0 1 2 N/A |  |
| 1. CTE ECE.2.1.2 Explain factors that impact young children’s ability to meet developmental milestones [e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences (ACEs), and mother’s level of education]. | 0 1 2 N/A |  |
| 1. CTE ECE.2.1.3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner, and Vygotsky) to meet young children’s individual needs in the group setting. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.2.2 Multiple Influences on Development and Learning

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ECE.2.2.1 Create experiences that address each child’s needs, culture, temperament, environment, interests, and learning styles. | 0 1 2 N/A |  |
| 1. CTE ECE.2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity. | 0 1 2 N/A |  |
| 1. CTE ECE.2.2.3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children’s behavior, health, and welfare. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.2.3 Healthy, Respectful, Supportive, and Challenging Learning Environments

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ECE.2.3.1 Differentiate developmental differences and unique characteristics of children. | 0 1 2 N/A |  |
| 1. CTE ECE.2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation. | 0 1 2 N/A |  |
| 1. CTE ECE.2.3.3 Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ECE.3.0: family and community relations

### Performance Standard CTE ECE.3.1 Family and Community Characteristics

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences. | 0 1 2 N/A |  |
| 1. CTE ECE.3.1.2 Implement practices which facilitate respect and acceptance of diverse families. | 0 1 2 N/A |  |
| 1. CTE ECE.3.1.3 Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children). | 0 1 2 N/A |  |

### Performance Standard CTE ECE.3.2 Family and Community Empowerment Through Respectful, Reciprocal Relationships

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ECE.3.2.1 Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child’s experiences and development. | 0 1 2 N/A |  |
| 1. CTE ECE.3.2.2 Identify and encourage opportunities for family support, empowerment, and participation. | 0 1 2 N/A |  |
| 1. CTE ECE.3.2.3 Explore how families’ attitudes and actions influence children’s abilities and interest in learning. | 0 1 2 N/A |  |
| 1. CTE ECE.3.2.4 Identify ways family members can play an active role in their child’s education. | 0 1 2 N/A |  |
| 1. CTE ECE.3.2.5 Describe ways we can use families and the community as resources for children’s learning (e.g., field trips and visitors). | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ECE.4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT

### Performance Standard CTE ECE.4.1 Goals, Benefits, and Uses of Assessment

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.4.1.1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts). | 0 1 2 N/A |  |
| 1. CTE ECE.4.1.2 Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum. | 0 1 2 N/A |  |
| 1. CTE ECE.4.1.3 Identify the difference between formal and informal and formative and summative assessments. | 0 1 2 N/A |  |
| 1. CTE ECE.4.1.4 Interpret child observation, documentation, and assessment data to ensure that children’s developmental needs are met. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ECE.5.0: TEACHING AND LEARNING

### Performance Standard CTE ECE.5.1 Positive Relationships and Supportive Interactions as the Foundation for Working Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.5.1.1 Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children. | 0 1 2 N/A |  |
| 1. CTE ECE.5.1.2 Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child. | 0 1 2 N/A |  |
| 1. CTE ECE.5.1.3 Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children’s learning. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.5.2 Effective Approaches, Strategies, and Tools for Early Education

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ECE.5.2.1 Engage in everyday conversations with children to promote their positive self-concept. | 0 1 2 N/A |  |
| 1. CTE ECE.5.2.2 Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions. | 0 1 2 N/A |  |
| 1. CTE ECE.5.2.3 Assist children in separating from family and integrating into the classroom. | 0 1 2 N/A |  |
| 1. CTE ECE.5.2.4 Monitor and support children’s engagement in routines, activities, and social interactions. | 0 1 2 N/A |  |
| 1. CTE ECE.5.2.5 Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ECE.6.0: HEALTH, SAFETY, AND NUTRITION

### Performance Standard CTE ECE.6.1 Health and Safety Procedures, Regulations, and Personal Health Practices

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.1.1 Explain hygiene, health, and safety needs of young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.1.2 Identify preventive health care resources. | 0 1 2 N/A |  |
| 1. CTE ECE.6.1.3 Describe the benefit of physical education activities for young children’s long-term health outcomes and brain development. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.6.2 Connections Between Nutrition and Wellness in Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.2.1 Discuss malnutrition, under-nutrition, and over-nutrition issues. | 0 1 2 N/A |  |
| 1. CTE ECE.6.2.2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.6.3 Child Abuse and Neglect

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.3.1 Define child abuse and neglect. | 0 1 2 N/A |  |
| 1. CTE ECE.6.3.2 Review current laws related to parenting. | 0 1 2 N/A |  |
| 1. CTE ECE.6.3.3 Identify factors that contribute to situations of child abuse and neglect. | 0 1 2 N/A |  |
| 1. CTE ECE.6.3.4 Describe outcomes of child abuse and child neglect. | 0 1 2 N/A |  |
| 1. CTE ECE.6.3.5 Research strategies for managing anger, frustration, separation, and loss. | 0 1 2 N/A |  |
| 1. CTE ECE.6.3.6 Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.6.4 Safe Learning Environments for Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.4.1 Identify factors that maintain a safe and healthy learning environment. | 0 1 2 N/A |  |
| 1. CTE ECE.6.4.2 Demonstrate state and local regulations that support safe and healthy practices. | 0 1 2 N/A |  |
| 1. CTE ECE.6.4.3 Explain information on security, emergency, medical procedures with staff and young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.4.4 Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills). | 0 1 2 N/A |  |
| 1. CTE ECE.6.4.5 Follow safe sleep practices including SIDS prevention strategies. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.6.5 Healthy Environments for Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.5.1 Assist in meeting general hygiene needs of young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.5.2 Demonstrate and model correct hand hygiene and diaper changing procedures. | 0 1 2 N/A |  |
| 1. CTE ECE.6.5.3 Explain typical illness policies for early childhood programs. | 0 1 2 N/A |  |
| 1. CTE ECE.6.5.4 Identify signs of illness, allergies, body temperature, and/or discomfort in young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.5.5 Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions. | 0 1 2 N/A |  |
| 1. CTE ECE.6.5.6 Acquire a pediatric CPR/first aid certificate. | 0 1 2 N/A |  |

### Performance Standard CTE ECE.6.6 Food Experiences and Healthy Eating for Young Children

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ECE.6.6.1 Identify the nutritional needs of young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.2 Assist in planning, preparing, and serving nutritious snacks and meals. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.3 Identify cultural issues that impact feeding young children. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.4 Develop activities for young children to assist with the preparation of snacks and meals. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.5 Incorporate developmentally appropriate strategies for introducing new foods. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.6 Assist young children in developing table manners and positive eating habits, including family style dining. | 0 1 2 N/A |  |
| 1. CTE ECE.6.6.7 Identify appropriate feeding utensils for young children. | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |  |
| 1. The material cross-references and integrates other content areas. |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |  |
| 1. The material includes appropriate instructional strategies. |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning. |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text. |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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