Heavy Duty Truck and Equipment

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 [**Heavy Duty Truck and Equipment**](https://cte.idaho.gov/wp-content/uploads/2024/08/heavy-duty-truck-and-equipment-standards-2024.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 Heavy Duty Truck and Equipment is not evident. | There is some evidence of the Standard for Heavy Duty Truck and Equipment. | Materials explicitly align to and support the Standard for Heavy Duty Truck and Equipment through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE HDTE.1.0: Professional Organizations and Leadership

### Performance Standard CTE HDTE.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| 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 HDTE.1.1.1 Explore the role of professional organizations and/or associations in the heavy equipment/diesel industry. | 0 1 2 N/A |  |
| 1. CTE HDTE.1.1.2 Define the value, role, and opportunities provided through career technical student organizations. | 0 1 2 N/A |  |
| 1. CTE HDTE.1.1.3 Engage in career exploration and leadership development. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.2.0: TRANSPORTATION AND HEAVY EQUIPMENT CAREERS

### Performance Standard CTE HDTE.2.1 Career Exploration

| 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 HDTE.2.1.1 Describe the value of the transportation and equipment industry and its effects on society. | 0 1 2 N/A |  |
| 1. CTE HDTE.2.1.2 Investigate new and emerging technologies in the transportation and equipment industry. | 0 1 2 N/A |  |
| 1. CTE HDTE.2.1.3 Research the different career opportunities in the transportation and equipment career pathway. | 0 1 2 N/A |  |
| 1. CTE HDTE.2.1.4 Describe requirements (e.g., education, training, credentials, legal choices) for entering and continuing a career pathway. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.2.2 Industry Ethics and Standards

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.2.2.1 Describe the Occupational Safety and Health Administration (OSHA) and the Mine Safety and Health Administration (MSHA) safety standards and the consequences for violating them. | 0 1 2 N/A |  |
| 1. CTE HDTE.2.2.2 Describe common environmental practices and the role of the Environmental Protection Agency (EPA) in the diesel industry. | 0 1 2 N/A |  |
| 1. CTE HDTE.2.2.3 Identify Department of Labor Federal Employment Laws | 0 1 2 N/A |  |
| 1. CTE HDTE.2.2.4 Describe personal accountability and responsibility for your career and safety. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.3.0: SAFETY AND TOOLS

### Performance Standard CTE HDTE.3.1 Industry Ethics and Standards

| 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 HDTE.3.1.1 Perform a job hazard analysis (e.g., manual lifting requirements, high-voltage commercial, alternative fuel-powered vehicles/equipment, high-pressure fluids, stored energy) before service. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.2 Describe the importance of maintaining a positive and active safety culture. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.3 Adhere to ventilation requirements and procedures when working in the lab/shop area. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.4 Identify marked safety areas. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.5 Identify the location and the types of fire extinguishers and other fire safety equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.6 Describe procedures for using fire extinguishers and other fire safety equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.7 Identify the location and use of eye wash stations and chemical showers. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.8 Identify site-specific emergency procedures and the location of evacuation routes. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.9 Comply with safety glasses, ear protection, gloves, and shoes (i.e., personal protection equipment [PPE]) during lab/shop activities. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.10 Identify clothing, jewelry, and hair hazards before engaging in lab/shop activities. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.11 Describe the location of safety data sheets (SDS) and their purpose. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.12 Describe common shop hazards and housekeeping duties. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.1.13 Describe the requirements for reporting workplace safety incidents. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.3.2 Tool and Equipment Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.3.2.1 Identify tools and equipment used in the lab/shop. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.2 Identify standard and metric designations on tools and equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.3 Identify hazards associated with the use of hand and power tools and equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.4 Demonstrate safe handling of tools and equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.5 Reference procedures for handling tools, fuels, and equipment, including EV-related and alternative fuels. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.6 Demonstrate lifting procedures and use of support equipment (e.g., jacks and jackstand placement, lifts, cribbing, hoists, rigging). | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.7 Maintain tools and equipment, inspecting them before use and removing tools from service when in need of repair or replacement. | 0 1 2 N/A |  |
| 1. CTE HDTE.3.2.8 Demonstrate accurate measurement techniques when using precision measuring tools (e.g., micrometer, dial-indicator, dial-caliper). | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.4.0: BASIC VEHICLE/EQUIPMENT

### Performance Standard CTE HDTE.4.1 Vehicle/Equipment Service Information

| 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 HDTE.4.1.1 Interpret vehicle/equipment service information. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.1.2 Record diagnostic codes using electronic service tools and manufacturer’s procedures. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.1.3 Interpret technical service bulletins (TSBs), special service messages, quotes, service campaigns/recalls, vehicle/equipment/service warranty applications, and service interval recommendations. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.1.4 Identify vehicle/equipment identification number (VIN) and production-date code. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.1.5 Identify other vehicle/equipment information (e.g., engine, tire, emissions). | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.4.2 Vehicle/Equipment Handling for Service and Returning to Customer

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.4.2.1 Identify information needed (e.g., miles, hours, make/model, VIN/serial number) and the service requested on a repair order. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.2 Perform a 360-degree vehicle/equipment walk-around inspection. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.3 Identify the need for fender covers, seat covers, and floor mats. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.4 Describe the three Cs (i.e., concern, cause, correction) when inspecting and repairing vehicles/equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.5 Interpret vehicle/equipment service and repair history and its possible effects on current repair. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.6 Identify types of information (e.g., pictures, video) needed to complete a repair. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.7 Describe the process of creating and completing a work order and service report. | 0 1 2 N/A |  |
| 1. CTE HDTE.4.2.8 Prepare the vehicle/equipment for return to the customer (e.g., cleanup, floor mats, steering wheel cover). | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.5.0: DIESEL ENGINE SERVICE

### Performance Standard CTE HDTE.5.1 Diesel Engine Theory, Components, and Operation

| 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 HDTE.5.1.1 Describe the operation of a diesel engine. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.1.2 Describe the operations of a diesel engine’s subsystems. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.1.3 Identify internal and external base engine components related to common diesel engines. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.1.4 Identify emission/after-treatment system components. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.5.2 Preliminary Engine Inspection

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.5.2.1 Inspect fuel, oil, diesel exhaust fluid (DEF) and coolant levels, and condition; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.2.2 Identify engine fuel, oil, coolant, air, and other leaks; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.2.3 Interpret observed engine exhaust smoke color and quantity. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.2.4 Interpret diagnostic codes related to engine function. | 0 1 2 N/A |  |
| 1. CTE HDTE.5.2.5 Identify causes for power derate and inducement levels. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.6.0: DRIVE TRAIN OVERVIEW

### Performance Standard CTE HDTE.6.1 Basic Drive Train Introduction

| 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 HDTE.6.1.1 Identify drive train components, transmission type, and configuration. | 0 1 2 N/A |  |
| 1. CTE HDTE.6.1.2 Describe the functions of drive train components. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.7.0: STEERING AND SUSPENSION OVERVIEW

### Performance Standard CTE HDTE.7.1 Basic Steering and Suspension Introduction

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.7.1.1 Identify steering components. | 0 1 2 N/A |  |
| 1. CTE HDTE.7.1.2 Identify suspension components. | 0 1 2 N/A |  |
| 1. CTE HDTE.7.1.3 Describe the functions of steering and suspension components | 0 1 2 N/A |  |

# CONTENT STANDARD CTE HDTE.8.0: PREVENTATIVE MAINTENANCE INSPECTIONS

### Performance Standard CTE HDTE.8.1 Diesel Engine Theory, Components, and Operation

| 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 HDTE.8.1.1 Perform a Form A Preventative Maintenance Inspection. | 0 1 2 N/A |  |
| 1. CTE HDTE.8.1.2 Perform a Form B Preventative Maintenance Inspection. | 0 1 2 N/A |  |
| 1. CTE HDTE.8.1.3 Perform a Federal Motor Carrier Safety Administration (FMCSA) Safety Inspection. | 0 1 2 N/A |  |
| 1. CTE HDTE.8.1.4 Describe the development, practices, and procedures of preventative maintenance programs. | 0 1 2 N/A |  |

### CONTENT STANDARD CTE HDTE.9.0: PREVENTATIVE MAINTENANCE INSPECTIONS

### Performance Standard CTE HDTE.9.1 Hydraulic Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.9.1.1 Identify hydraulic system theory and safety procedures. | 0 1 2 N/A |  |
| 1. CTE HDTE.9.1.2 Interpret system diagrams and schematics. | 0 1 2 N/A |  |
| 1. CTE HDTE.9.1.3 Identify hydraulic system units of measurement (e.g., pressure, flow). | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.9.2 Basic Hydraulic System Components

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.9.2.1 Identify system fluid type and warning labels. | 0 1 2 N/A |  |
| 1. CTE HDTE.9.2.2 Describe system type (i.e., closed or open) and proper operation. | 0 1 2 N/A |  |
| 1. CTE HDTE.9.2.3 Identify pump types, actuators, and controls. | 0 1 2 N/A |  |

### CONTENT STANDARD CTE HDTE.10.0: BRAKE SYSTEM

### Performance Standard CTE HDTE.10.1 Brake Theory and Operation

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.10.1.1 Describe brake service safety procedures. | 0 1 2 N/A |  |
| 1. CTE HDTE.10.1.2 Identify brake components for hydraulic brake systems. | 0 1 2 N/A |  |
| 1. CTE HDTE.10.1.3 Identify brake components for air brake systems. | 0 1 2 N/A |  |
| 1. CTE HDTE 10.1.4 Describe wear limits and failures in brake linings, drums, and rotors. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.10.2 Air Brakes – Mechanical/Foundation Brakes

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.10.2.1 Inspect and measure brake shoes or pads; replace them as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.10.2.2 Inspect and measure brake drums or rotors; replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.10.2.3 Perform wheel bearing service and repair. | 0 1 2 N/A |  |
| 1. CTE HDTE.10.2.4 Inspect and service wheel bearings according to the manufacturer’s specifications. | 0 1 2 N/A |  |

### CONTENT STANDARD CTE HDTE.11.0: ELECTRIC/ELECTRONIC SYSTEMS

### Performance Standard CTE HDTE.11.1 General Electrical Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.11.1.1 Identify safety procedures related to electrical system service. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.1.2 Prepare the D.V.M. (digital volt/ohm meter) before use. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.1.3 Identify the electrical measuring units. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.4 Describe the distinctions between series, parallel, and series-parallel circuits. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.5 Calculate total resistance in series, parallel, and series-parallel circuits. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.6 Interpret electrical/electronic circuits using wiring diagrams. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.7 Check continuity in electrical/electronic circuits using appropriate test equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.8 Check applied voltages, circuit voltages, and voltage drops in electrical/electronic circuits using appropriate test equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.9 Check current flow in electrical/electronic circuits and components using appropriate test equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.10 Check resistance in electrical/electronic circuits and components using appropriate test equipment. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.11 Locate shorts, grounds, and opens in electrical/electronic circuits. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.12 Inspect and test fusible links, circuit breakers, relays, solenoids, and fuses; replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.13 Describe the basic functions and structure of a controller area network (i.e., CAN/BUS). | 0 1 2 N/A |  |
| 1. CTE HDTE 11.1.14 Demonstrate wire repair techniques to OEM standards. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.11.2 Battery Service

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.11.2.1 Perform battery load test per battery type; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.2 Determine the battery state of charge using an open circuit voltage test. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.3 Inspect, clean, and service battery; replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.4 Inspect and clean battery boxes, mounts, and hold-downs; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.5 Charge the battery using the appropriate method for battery type (e.g., 12V/24V). | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.6 Inspect, test, and clean battery cables and connectors; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.7 Jumpstart vehicle/equipment using jumper cables and a booster battery or appropriate auxiliary power supply. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.8 Identify series and parallel system arrangements. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.2.9 Perform battery capacitance test; determine needed action. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.11.3 Starting System Service

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.11.3.1 Perform starter circuit cranking voltage and voltage drop tests; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.3.2 Inspect and test components (e.g., key switch, push button, magnetic switch) and wires and harnesses in the starter control circuit; replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.3.3 Inspect and test starter relays and solenoids/switches; replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.3.4 Replace the starter and inspect the flywheel ring gear or flex plate. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.11.4 Starting System Service

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.11.4.1 Identify causes of no charge, low charge, or overcharge problems; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.4.2 Inspect and replace alternator drive belts, pulleys, fans, tensioners, and mounting brackets; adjust drive belts and check alignment. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.4.3 Perform charging system voltage and amperage output tests (e.g., AC ripple test); determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.4.4 Perform charging circuit voltage drop tests; determine needed action. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.4.5 Remove and replace the alternator. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.4.6 Inspect, repair, or replace cables, wires, and connectors in the charging circuit. | 0 1 2 N/A |  |

### Performance Standard CTE HDTE.11.5 Lighting Systems Diagnosis and Repair

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE HDTE.11.5.1 Identify causes of brighter than normal, intermittent, dim, or no headlight. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.2 Test, replace, and aim headlights. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.3 Test headlight and dimmer circuit switches, relays, wires, terminals, connectors, sockets, and control components/modules; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.4 Inspect and test switches, bulbs/LEDs, sockets, connectors, terminals, relays, wires, and control components/modules of parking, clearance, and taillight circuits; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.5 Inspect and test tractor-to-trailer multi-wire connector(s); repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.6 Inspect, test, and adjust stop light circuit switches, bulbs/LEDs, sockets, connectors, terminals, wires, and control components/modules; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.7 Inspect and test turn signal and hazard circuit flasher(s), switches, relays, bulbs/LEDs, sockets, connectors, terminals, wires, and control components/modules; repair or replace as needed. | 0 1 2 N/A |  |
| 1. CTE HDTE.11.5.8 Inspect and test reverse lights and warning device circuit switches, bulbs/LEDs, sockets, horns, buzzers, connectors, terminals, wires, and control components/modules; repair or replace as needed. | 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

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