Law Enforcement

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 [**Law Enforcement**](https://cte.idaho.gov/wp-content/uploads/2024/08/law-enforcement-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 Law Enforcement is not evident. | There is some evidence of the Standard for Law Enforcement. | Materials explicitly align to and support the Standard for Law Enforcement through regular and authentic engagement opportunities for students. |  |

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

### Performance Standard CTE LE.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 LE.1.1.1 Explore the role of professional organizations and/or associations in the law enforcement industry. | 0 1 2 N/A |  |
| 1. CTE LE.1.1.2 Define the value, role, and opportunities provided through career technical student organizations. | 0 1 2 N/A |  |
| 1. CTE LE.1.1.3 Engage in career exploration and leadership development. | 0 1 2 N/A |  |

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

### Performance Standard CTE LE.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 LE.2.1.1 Identify career-training opportunities in law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.2.1.2 Describe the interrelationships among all public safety organizations (i.e. police, fire, emergency). | 0 1 2 N/A |  |
| 1. CTE LE.2.1.3 Identify divisions within law enforcement departments. | 0 1 2 N/A |  |
| 1. CTE LE.2.1.4 Identify the different requirements necessary to qualify for specialized units or positions. | 0 1 2 N/A |  |
| 1. CTE LE.2.1.5 Identify agencies within each level (i.e., local, state, federal) of law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.2.1.6 Describe common employment requirements (e.g., background checks, medical‐hearing‐ vision). | 0 1 2 N/A |  |
| 1. CTE LE.2.1.7 Identify the primary components (e.g., police, courts, corrections) of the United States' legal system. | 0 1 2 N/A |  |
| 1. CTE LE.2.1.8 Obtain first-aid and CPR training. | 0 1 2 N/A |  |

### Performance Standard CTE LE.2.2 Philosophy and Background of Law Enforcement

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.2.2.1 Describe the role of law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.2.2.2 Describe where law enforcement receives its authority. | 0 1 2 N/A |  |
| 1. CTE LE.2.2.3 Describe the basic principles of modern law enforcement created by Robert Peel. | 0 1 2 N/A |  |
| 1. CTE LE.2.2.4 Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor). | 0 1 2 N/A |  |

### Performance Standard CTE LE.2.3 Ethics

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.2.3.1 Describe the Idaho Code of Ethics, its importance to law enforcement personnel, and where it can be accessed. | 0 1 2 N/A |  |
| 1. CTE LE.2.3.2 Identify legal and ethical considerations in decision-making. | 0 1 2 N/A |  |
| 1. CTE LE.2.3.3 Identify expectations for personal standards of conduct and professional decertification violations. | 0 1 2 N/A |  |
| 1. CTE LE.2.3.4 Describe the duty to intercede when one is witness to unethical situations. | 0 1 2 N/A |  |
| 1. CTE LE.2.3.5 Describe the effects that the conduct of officers can have on the public attitude toward law enforcement. | 0 1 2 N/A |  |

### Performance Standard CTE LE.2.4 Agency Policies and Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.2.4.1 Describe the importance of departmental policies and procedures. | 0 1 2 N/A |  |
| 1. CTE LE.2.4.2 Describe the purpose and the traditions of drill and ceremony. | 0 1 2 N/A |  |
| 1. CTE LE.2.4.3 Identify expectations of professional appearance in law enforcement. | 0 1 2 N/A |  |

### Performance Standard CTE LE.2.5 Stress Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.2.5.1 Describe stress and the effects of stress on the body and mind. | 0 1 2 N/A |  |
| 1. CTE LE.2.5.2 Identify stressors common to law enforcement personnel (e.g., sleep deprivation, rotating schedules, media including social media, coworkers, chain-of-command conflicts, public perception, personal relationships). | 0 1 2 N/A |  |
| 1. CTE LE.2.5.3 Describe critical-incident stress. | 0 1 2 N/A |  |
| 1. CTE LE.2.5.4 Identify resources available to assist personnel in crisis intervention and counseling. | 0 1 2 N/A |  |
| 1. CTE LE.2.5.5 Describe the benefits of fitness and exercise on personnel in law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.2.5.6 Describe the importance of nutrition and its influences on obesity, mental health, and stress. | 0 1 2 N/A |  |
| 1. CTE LE.2.5.7 Participate in the Idaho Peace Officer Standards and Training (POST) Physical Readiness Test (PRT). | 0 1 2 N/A |  |

# CONTENT STANDARD CTE LE.3.0: Law

### Performance Standard CTE LE.3.1 Constitutional Law

| 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 LE.3.1.1 Describe the Constitution of the United States and its application to law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.3.1.2 Describe the purpose of the Constitution of the State of Idaho. | 0 1 2 N/A |  |
| 1. CTE LE.3.1.3 State the purpose and effect of the Bill of Rights. | 0 1 2 N/A |  |
| 1. CTE LE.3.1.4 Describe the Fourteenth Amendment and its application to the Bill of Rights. | 0 1 2 N/A |  |
| 1. CTE LE.3.1.5 Describe the concept of judicial review (e.g., checks and balances, separation of powers). | 0 1 2 N/A |  |
| 1. CTE LE.3.1.6 Describe how the Fourth Amendment relates to searches and seizures. | 0 1 2 N/A |  |

### Performance Standard CTE LE.3.2 Civil Liability

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.3.2.1 Identify the elements of federal civil rights statutes and those they protect. | 0 1 2 N/A |  |
| 1. CTE LE.3.2.2 Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers. | 0 1 2 N/A |  |
| 1. CTE LE.3.2.3 Define “qualified immunity.” | 0 1 2 N/A |  |

### Performance Standard CTE LE.3.3 Criminal Law

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.3.3.1 Describe the primary differences between civil and criminal law. | 0 1 2 N/A |  |
| 1. CTE LE.3.3.2 Differentiate between felony, misdemeanor, and infraction. | 0 1 2 N/A |  |
| 1. CTE LE.3.3.3 Identify the basic elements of a crime. | 0 1 2 N/A |  |
| 1. CTE LE.3.3.4 Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest). | 0 1 2 N/A |  |
| 1. CTE LE.3.3.5 Define “police discretion.” | 0 1 2 N/A |  |

### Performance Standard CTE LE.3.4 Procedural Law—Arrest

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.3.4.1 Identify the factors that create probable cause. | 0 1 2 N/A |  |
| 1. CTE LE.3.4.2 Describe circumstances when arrest without a warrant is authorized. | 0 1 2 N/A |  |
| 1. CTE LE.3.4.3 Identify the elements of reasonable suspicion. | 0 1 2 N/A |  |

### Performance Standard CTE LE.3.5 Procedural Law—Search and Seizure

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.3.5.1 Define the “exclusionary rule” and its effect on the law-enforcement function. | 0 1 2 N/A |  |
| 1. CTE LE.3.5.2 Describe the fruit of the poisonous tree doctrine. | 0 1 2 N/A |  |
| 1. CTE LE.3.5.3 Define “contraband.” | 0 1 2 N/A |  |
| 1. CTE LE.3.5.4 Describe circumstances constituting plain view. | 0 1 2 N/A |  |
| 1. CTE LE.3.5.5 Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest). | 0 1 2 N/A |  |
| 1. CTE LE.3.5.6 Describe circumstances in which a search warrant is required prior to searching. | 0 1 2 N/A |  |
| 1. CTE LE.3.5.7 Define “jurisdiction.” | 0 1 2 N/A |  |
| 1. CTE LE.3.5.8 Describe the provisions of the Fifth Amendment and the application of Miranda Rights. | 0 1 2 N/A |  |
| 1. CTE LE.3.5.9 Describe the process for securing, executing, and returning a search warrant. |  |  |

### Performance Standard CTE LE.3.6 Juvenile Justice

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.3.6.1 Describe the functions, responsibilities, and interactions of the juvenile justice system components. | 0 1 2 N/A |  |
| 1. CTE LE.3.6.2 Identify the jurisdiction and authority of the juvenile justice system. | 0 1 2 N/A |  |
| 1. CTE LE.3.6.3 Identify status offenses for juveniles. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE LE.4.0: communication

### Performance Standard CTE LE.4.1 Nonverbal and Verbal Communication

| 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 LE.4.1.1 Identify barriers to effective communication. | 0 1 2 N/A |  |
| 1. CTE LE.4.1.2 Identify the communication model of sender, message, channel, and receiver. | 0 1 2 N/A |  |
| 1. CTE LE.4.1.3 Define “command presence” and its importance to law enforcement (i.e., used with uncooperative individuals and groups to manage conflict, to add clarity, to communicate respect). | 0 1 2 N/A |  |

### Performance Standard CTE LE.4.2 Reports

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.4.2.1 Describe the Uniform Crime Reporting Program. | 0 1 2 N/A |  |
| 1. CTE LE.4.2.2 Describe the responsibilities associated with field notes. | 0 1 2 N/A |  |
| 1. CTE LE.4.2.3 Describe the importance of writing complete, clear, concise, and factual reports. | 0 1 2 N/A |  |
| 1. CTE LE.4.2.4 Identify reports that are subject to discovery. | 0 1 2 N/A |  |

### Performance Standard CTE LE.4.3 National Incident Management System (NIMS) and Incident Command System (ICS)

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.4.3.1 Describe the purpose of the National Incident Management System (NIMS). | 0 1 2 N/A |  |
| 1. CTE LE.4.3.2 Identify the major components of NIMS. | 0 1 2 N/A |  |
| 1. CTE LE.4.3.3 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations. | 0 1 2 N/A |  |
| 1. CTE LE.4.3.4 Describe the major components of the Incident Command System (ICS). | 0 1 2 N/A |  |

### Performance Standard CTE LE.4.4 Courtroom Processes/Demeanor

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.4.4.1 Describe the primary purpose of preparation prior to testimony or appearance in court, including the procedures of preparation (e.g., meeting with the prosecutor, reviewing notes and reports). | 0 1 2 N/A |  |
| 1. CTE LE.4.4.2 Interpret the necessity of objective, complete, and truthful response of testimony (e.g., perjury/the Brady rule). | 0 1 2 N/A |  |
| 1. CTE LE.4.4.3 Describe professional appearance, attitude, and conduct in court. | 0 1 2 N/A |  |
| 1. CTE LE.4.4.4 Identify types of procedures and hearings in which an officer may participate. | 0 1 2 N/A |  |
| 1. CTE LE.4.4.5 Describe the need to maintain professional interaction with the prosecutor and defense attorneys. | 0 1 2 N/A |  |

### Performance Standard CTE LE.4.5 Diversity

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.4.5.1 Describe law enforcement solutions to language barriers and the need for culturally-diverse communication styles. | 0 1 2 N/A |  |
| 1. CTE LE.4.5.2 Discuss types of diversity (e.g., cultural, political, gender, age, race, religion) and the way that diversity can affect tactics/response. | 0 1 2 N/A |  |
| 1. CTE LE.4.5.3 Identify personal biases. | 0 1 2 N/A |  |
| 1. CTE LE.4.5.4 Recognize differing perspectives and their impact on society. | 0 1 2 N/A |  |

### Performance Standard CTE LE.4.6 Interview and Interrogation

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.4.6.1 Compare interviews with interrogations. | 0 1 2 N/A |  |
| 1. CTE LE.4.6.2 Describe the requirements for a legal interrogation (i.e., Miranda-required). | 0 1 2 N/A |  |
| 1. CTE LE.4.6.3 Identify types of interviews (e.g., victims, witnesses, suspects, juveniles) and their components. | 0 1 2 N/A |  |
| 1. CTE LE.4.6.4 Identify effective interview techniques. | 0 1 2 N/A |  |
| 1. CTE LE.4.6.5 Describe interrogation methods and techniques. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE LE.5.0: Defensive tactics

### Performance Standard CTE LE.5.1 Introduction to Defensive Tactics

| 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 LE.5.1.1 Identify verbal commands. | 0 1 2 N/A |  |
| 1. CTE LE.5.1.2 Demonstrate verbal commands. | 0 1 2 N/A |  |
| 1. CTE LE.5.1.3 Identify defensive tactics. | 0 1 2 N/A |  |
| 1. CTE LE.5.1.4 Identify the areas of the body that are vulnerable to physical attack. | 0 1 2 N/A |  |
| 1. CTE LE.5.1.5 Demonstrate defensive tactics and arrest techniques. | 0 1 2 N/A |  |
| 1. CTE LE.5.1.6 Describe less-than-lethal weapons and how they should be used by law enforcement personnel. | 0 1 2 N/A |  |

### Performance Standard CTE LE.5.2 Use of Force

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.5.2.1 Define the “use-of-force continuum.” | 0 1 2 N/A |  |
| 1. CTE LE.5.2.2 Describe use-of-force guidelines. | 0 1 2 N/A |  |
| 1. CTE LE.5.2.3 Define “excessive force.” | 0 1 2 N/A |  |
| 1. CTE LE.5.2.4 Define “deadly physical force.” | 0 1 2 N/A |  |
| 1. CTE LE.5.2.5 Define “reasonableness of force.” | 0 1 2 N/A |  |

# CONTENT STANDARD CTE LE.6.0: Patrol procedures

### Performance Standard CTE LE.6.1 Responsibilities of Patrol

| 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 LE.6.1.1 Describe the role of patrol in law enforcement. | 0 1 2 N/A |  |
| 1. CTE LE.6.1.2 Identify the different types of specialized units available to patrol and their functions. | 0 1 2 N/A |  |
| 1. CTE LE.6.1.3 Describe the ways in which specialized patrol units contribute to the effectiveness of patrol. | 0 1 2 N/A |  |
| 1. CTE LE.6.1.4 Define “priority of life” ranking and its effects on officer actions. | 0 1 2 N/A |  |

### Performance Standard CTE LE.6.2 Crisis Intervention

| 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 LE.6.2.1 Define “crisis.” | 0 1 2 N/A |  |
| 1. CTE LE.6.2.2 Analyze the four stages of a crisis. | 0 1 2 N/A |  |
| 1. CTE LE.6.2.3 Describe a special-needs citizens crisis response. | 0 1 2 N/A |  |
| 1. CTE LE.6.2.4 Identify the circumstances that warrant imminent danger. | 0 1 2 N/A |  |
| 1. CTE LE.6.2.5 Identify behaviors associated with the effects of drug and alcohol use. | 0 1 2 N/A |  |
| 1. CTE LE.6.2.6 Access the Idaho Code relative to protective custodies. | 0 1 2 N/A |  |

### Performance Standard CTE LE.6.3 Community Policing

| 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 LE.6.3.1 Compare concepts of community-oriented policing and problem-oriented policing. | 0 1 2 N/A |  |
| 1. CTE LE.6.3.2 Describe community partnerships and their importance in community policing. | 0 1 2 N/A |  |
| 1. CTE LE.6.3.3 Analyze current events that could affect public safety. | 0 1 2 N/A |  |
| 1. CTE LE.6.3.4 Identify police actions as proactive or reactive responses. | 0 1 2 N/A |  |

### Performance Standard CTE LE.6.4 Protocols for Traffic Stops and Armed Encounters

| 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 LE.6.4.1 Conduct a basic traffic stop from start to finish. | 0 1 2 N/A |  |
| 1. CTE LE.6.4.2 Describe emergency vehicle operation control (EVOC). | 0 1 2 N/A |  |
| 1. CTE LE.6.4.3 Describe common firearms used in policing. | 0 1 2 N/A |  |
| 1. CTE LE.6.4.4 Describe firearms safety and tactics. | 0 1 2 N/A |  |
| 1. CTE LE.6.4.5 Demonstrate officer safety/survival awareness procedures. | 0 1 2 N/A |  |
| 1. CTE LE.6.4.6 Demonstrate active-shooter response protocols. | 0 1 2 N/A |  |

### Performance Standard CTE LE.6.5 Crime Scene Investigations

| 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 LE.6.5.1 Define “evidence.” | 0 1 2 N/A |  |
| 1. CTE LE.6.5.2 Describe body camera use and requirements. | 0 1 2 N/A |  |
| 1. CTE LE.6.5.3 Preserve evidence for collection. | 0 1 2 N/A |  |
| 1. CTE LE.6.5.4 Define “chain of custody.” | 0 1 2 N/A |  |
| 1. CTE LE.6.5.5 Process evidence, following the chain-of-custody protocol. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE LE.7.0: corrections

### Performance Standard CTE LE.7.1 Detention Procedures in Law Enforcement

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE LE.7.1.1 Describe basic detention procedures, based on the Idaho Jail Standards. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.2 Describe common con games attempted by inmates. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.3 Describe cell search and extraction. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.4 Describe jail intake and booking procedures. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.5 Demonstrate pat-down procedures. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.6 Describe the types and use of restraints and transports. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.7 Describe Kingsley factors as they apply to use of force in a detention setting. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.8 Identify inmate classifications. | 0 1 2 N/A |  |
| 1. CTE LE.7.1.9 Describe the Prison Rape Elimination Act (PREA) and its effect on detention procedures. | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment. |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes. | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately. | 0 1 2 N/A |  |
| 1. Materials include formative and summative assessments and/or test data banks that allow the instructor to edit materials when appropriate. | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print. | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not Applicable |
| --- | --- | --- | --- |
| There is no evidence of differentiation elements or engaging tools. | There is some evidence of differentiation elements or engaging tools. | Materials include differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students. | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English. | 0 1 2 N/A |  |
| 1. The material has an aesthetically appealing appearance. | 0 1 2 N/A |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. | 0 1 2 N/A |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. | 0 1 2 N/A |  |

Scoring for Best Practices in the Use of Technology

| 0 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not Applicable |
| --- | --- | --- | --- |
| There is no evidence of best practices in using technology. | There is some evidence of best practices in using technology. | Materials include best practices in using technology. |  |

Use of Technology

| **Use of Technology** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| 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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