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 |  |

# 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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