Nursing Assistant

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 [**Nursing Assistant**](https://cte.idaho.gov/wp-content/uploads/2019/09/Nursing-Assistant-Program-Standards-Final-Rev-9.2019.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 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Nursing Assistant is not evident. | There is some evidence of the Standard for Nursing Assistant. | Materials explicitly align to and support the Standard for Nursing Assistant through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE NA.1.0: Role and responsibility

### Performance Standard CTE NA.1.1 Scope of Practice

| 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 NA.1.1.1 Explain the certification requirements for Certified Nursing Assistants (CNA) in the State of Idaho.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.1.2 Differentiate scope of practice, skill guidelines, and job description specific to the role of the CNA in the health care setting.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.1.3 Identify facility procedures and policies.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.1.2 Ethics and 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 NA.1.2.1 Recognize the implications and consequences of social media and confidentiality in regards to patients’ rights.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.2.2 Describe the ethical behavior of a nursing assistant.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.2.3 Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws, and incident reporting.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.2.4 Describe disciplinary actions which can be taken under OBRA (Omnibus Budget Reconciliation Act).
 | 0 1 2 N/A |  |
| 1. CTE NA.1.2.5 Understand Health Information Portability and Accountability Act (HIPAA) regulations.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.1.3 Resident’s Rights

| 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 NA.1.3.1 Describe residents’ rights and how to promote dignity and quality of life.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.3.2 Explain what is meant by abuse and the signs of abuse.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.3.3 Explain how to report if abuse, neglect, and misappropriation of property is suspected.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.3.4 Explain CNA’s role and responsibility as mandated reporters of abuse.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.3.5 Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.1.4 Role of Nursing Assistant in Overall Healthcare Environment

| 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 NA.1.4.1 Define nursing assistant standards of practice and associated state regulations regarding delegated tasks.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.4.2 Describe the role of the nursing assistant within the nursing and health care team and across the continuum of health care delivery systems.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.4.3 Identify the members of the healthcare and nursing teams.
 | 0 1 2 N/A |  |
| 1. CTE NA.1.4.4 Differentiate between healthcare facilities.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.2.0: communication and interpersonal relationships

### Performance Standard CTE NA.2.1 Communication and Interpersonal Relationships

| 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 NA.2.1.1 Describe elements in the communication process.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.2 Describe barriers to communication.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.3 Describe ways to promote effective communication.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.4 Describe the nursing assistant’s involvement to developing and carrying out the plan of care.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.5 Gather information on specific strengths, abilities, preferences of a resident.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.6 Describe verbal and non-verbal communication.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.7 Recognize how the nursing assistant’s behavior influences residents’ behavior.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.8 Use resources available to understand the residents’ behavior and better assist with their care.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.9 Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace).
 | 0 1 2 N/A |  |
| 1. CTE NA.2.1.10 Understand how professionalism impacts residents, family and coworkers.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.2.2 Proper Documentation Processes

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.2.2.1 Describe rules for recording and reporting.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.2.2 Describe subjective and objective symptoms.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.2.3 Demonstrate the ability to document and chart correctly, using paper or electronic formats.
 | 0 1 2 N/A |  |
| 1. CTE NA.2.2.4 Explain the purpose, sections, and information found in the medical record.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.3.0: care practices

### Performance Standard CTE NA.3.1 Resident’s Dignity and Rights

| 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 NA.3.1.1 Demonstrate respect for vulnerability of illness.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.1.2 Demonstrate respect and empathy for diverse cultures.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.1.3 Describe residents’ rights and how to promote a resident’s quality of life.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.1.4 Adjusts his or her own behavior to accommodate client’s or resident’s physical or mental limitations.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.1.5 . Recognizes, promotes and respects the client’s right to make personal choices to accommodate their needs.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.1.6 Describe the impact of religious and cultural values on behaviors of self and others.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.3.2 Resident’s Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.3.2.1 List and recognize potential hazards in the resident’s environment.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.2.2 Identify safety measures used for resident care.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.2.3 List corrective actions when hazards are identified.
 | 0 1 2 N/A |  |
| 1. CTE NA.3.2.4 Discuss components of fall prevention.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.4.0: infection prevention concepts

### Performance Standard CTE NA.4.1 Infection Prevention Processes

| 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 NA.4.1.1 Explain the chain of infection.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.2 Follow Standard Precautions and Transmission-based Precautions.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.3 Describe the Center for Disease Control (CDC) standards.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.4 Define healthcare-acquired infections and prevention of the infections.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.5 Describe multi-drug resistant organisms (MDROs) and the diseases with which they are most often associated.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.6 List the signs and symptoms of localized and systemic infection.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.7 Explain the recommended immunizations for healthcare workers.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.8 Utilize personal and environmental processes to prevent infection.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.9 Demonstrate appropriate use of PPE and hand washing skills.
 | 0 1 2 N/A |  |
| 1. CTE NA.4.1.10 Demonstrates knowledge of cleaning agents and methods which destroy
2. microorganisms on surfaces.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.5.0: human anatomy and physiology

### Performance Standard CTE NA.5.1 Structure and Function of Body Systems

| 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 NA.5.1.1 State the purpose of each body system: • The cardiovascular system • The respiratory system • The nervous system • The gastrointestinal system • The urinary system • The reproductive system • The integumentary system • The musculoskeletal system • The endocrine system • Cancer and the immune systems
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.2 Identify basic structure and function of the system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.3 Discuss age-related changes to the system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.4 Identify common disorders of the system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.5 Compare and contrast disease and disorder of the system and normal age related changes to the system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.6 Describe nursing assistant observations related to the body system and when to report to the supervising nurse.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.7 Discuss nursing assistant measures to prevent or care for clients with diseases or disorders of that body system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.1.8 Discuss safety measures related to nursing assistant care procedures and appropriate care of medical devices.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.5.2 Growth and Development

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.5.2.1 Describe the principles of growth and development throughout the life span.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.2.2 Differentiate between the stages of growth and development throughout the life span.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.5.3 Medical Terminology

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.5.3.1 Define vocabulary for each body system.
 | 0 1 2 N/A |  |
| 1. CTE NA.5.3.2 Uses terminology and accepted abbreviations found in the health care setting to report and record observations and pertinent information.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.6.0: personal care procedures

### Performance Standard CTE NA.6.1 Hygiene and Grooming Principles

| 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 NA.6.1.1 Explain the importance of hygiene and grooming.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.1.2 Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.1.3 Describe the functions of skin.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.1.4 Describe factors that compromise skin integrity.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.1.5 Identify pressure points.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.6.2 Personal Care Procedures

| 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 NA.6.2.1 List the tasks performed in hygiene and grooming.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.2.2 Demonstrate skills related to skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.2.3 Demonstrate ability to bathe a person without conflict.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.6.3 Safety and Person Centered Practices in Performing Personal Hygiene Skills

| 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 NA.6.3.1 Identify safety measures when performing hygiene and grooming.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.3.2 Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.3.3 Describe reportable conditions as observed during care.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.3.4 Contribute to the safe, calm, stable, home-like environment for a person.
 | 0 1 2 N/A |  |
| 1. CTE NA.6.3.5 Demonstrate the ability to meet the individual person’s needs, preferences, and abilities and techniques to encourage independence
 | 0 1 2 N/A |  |
| 1. CTE NA.6.3.6 Recognize and support individual preferences and habits.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.7.0: physiological measurements

### Performance Standard CTE NA.7.1 Vital Signs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.7.1.1 List the vital signs.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.1.2 Explain why vital signs are measured.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.1.3 Report to the licensed nurse any recognized abnormality in client’s vital signs and symptoms.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.1.4 Describe factors which can affect vital signs, e.g. pain.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.1.5 Demonstrate how to measure height and weight accurately.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.7.2 Measurements

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.7.2.1 Explain the standards for reporting.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.2.2 Demonstrate how to take an accurate blood pressure reading, pulse and respiration, and the use of thermometers.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.2.3 Describe oxygen devices.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.2.4 Demonstrate how to use a pulse oximeter.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.2.5 Demonstrate how to measure height and weight accurately.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.7.3 Safety and Accuracy in Physiological Measurements

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.7.3.1 Demonstrate safe cleaning of equipment to prevent the transmission of infection.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.3.2 Describe factors which may cause equipment to malfunction.
 | 0 1 2 N/A |  |
| 1. CTE NA.7.3.3 Describe procedures to place malfunctioning equipment out-of-service.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE NA.8.0: nutritional requirements and techniques

### Performance Standard CTE NA.8.1 General Nutrition Concepts

| 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 NA.8.1.1 Explain general nutritional requirements including state and federal guidelines.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.1.2 Compare and contrast the various special diets for patients.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.1.3 Discuss thickened liquids for the client with swallowing difficulties.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.1.4 Describe fluid balance.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.1.5 Describe signs and symptoms of dehydration.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.1.6 Summarize dietary practices unique to various religious or ethnic groups.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.8.2 Skill Demonstration

| 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 NA.8.2.1 Summarize principles of serving residents’ meals.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.2 Demonstrate preparing, serving, and feeding of the client who requires assistance.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.3 Demonstrate measuring and recording the intake and output (I & O) record.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.4 Demonstrate calculating and recording meal percentages
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.5 Discuss observations of the client receiving intravenous fluids.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.6 Discuss observations of the patient receiving tube feedings.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.7 Describe assistive devices available to assist patients in eating meals.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.2.8 Describe the nursing assistant’s role in providing a dignified dining experience.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.8.3 Skill Demonstration

| 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 NA.8.3.1 Summarize safe handling of food and prevention of food borne illness.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.3.2 Describe diseases or conditions that may interfere with the normal eating process.
 | 0 1 2 N/A |  |
| 1. CTE NA.8.3.3 Explain aspiration and dysphagia
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.9.0: procedures and processes related to elimination

### Performance Standard CTE NA.9.1 Normal and Abnormal Urinary and Bowel Elimination

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.9.1.1 Differentiate between normal and abnormal characteristics of elimination.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.1.2 Summarize observations which must be reported and documented.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.1.3 Describe diseases or conditions that may interfere with normal elimination.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.1.4 Describe nursing care required for the incontinent resident, including preventive measures.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.9.2 Skills in Assisting with Elimination

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.9.2.1 Describe the use of elimination devices.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.2 Perform accurate specimen collection.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.3 Perform urinary catheter care.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.4 Perform a bladder scan measurement.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.5 Describe the procedure for administering enemas.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.6 Perform proper perineal care using infection prevention principles.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.7 Describe the use of elimination devices Perform accurate specimen collection Perform urinary catheter care.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.2.8 Perform a bladder scan measurement.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.9.3 Safety in Elimination

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.9.3.1 Practice medical asepsis..
 | 0 1 2 N/A |  |
| 1. CTE NA.9.3.2 Provide adequate fluids and nutrition to residents.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.3.3 State the importance of call light use, providing safe positioning, regular toileting, and promoting activity.
 | 0 1 2 N/A |  |
| 1. CTE NA.9.3.4 Describe procedures which promote privacy.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.10.0: PROVIDING A QUALITY PATIENT ENVIRONMENT

### Performance Standard CTE NA.10.1 Basic Human Needs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.10.1.1 Describe basic needs for maintaining health and mental well-being.
 | 0 1 2 N/A |  |
| 1. CTE NA.10.1.2 Respect and understand physical, mental, psychosocial, and sexual needs throughout the lifespan.
 | 0 1 2 N/A |  |
| 1. CTE NA.10.1.3 Compare and contrast, understand, and respect a resident’s need for cultural, religious, and individual beliefs.
 | 0 1 2 N/A |  |
| 1. CTE NA 10.1.4 Integrate independence in all areas.
 | 0 1 2 N/A |  |
| 1. CTE NA 10.1.5 Understand a basic hierarchy of needs.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.10.2 Physical and Environmental Needs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.10.2.1 Explain the importance of creating a comfortable, safe, and clean resident’s environment.
 | 0 1 2 N/A |  |
| 1. CTE NA.10.2.2 Describe the OBRA room and environmental requirements.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.11.0: Principles Relating to Patient Mobility

### Performance Standard CTE NA.11.1 Principles and Skills of Positioning and Transferring

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.11.1.1 Demonstrate the principles of proper body mechanics.
 | 0 1 2 N/A |  |
| 1. CTE NA.11.1.2 Demonstrate the proper techniques for safe transfers and ambulation.
 | 0 1 2 N/A |  |
| 1. CTE NA.11.1.3 Describe principles of transfer safety as it relates to wheelchairs, beds, gurneys, mechanical lifts, etc
 | 0 1 2 N/A |  |
| 1. CTE NA 11.1.4 Identify the principles of ambulation and use of assistive devices.
 | 0 1 2 N/A |  |
| 1. CTE NA 11.1.5 Demonstrate care guidelines related to moving and positioning.
 | 0 1 2 N/A |  |
| 1. CTE NA 11.1.6 Explain the importance of and list measures in preventing the complications of immobility.
 | 0 1 2 N/A |  |
| 1. CTE NA 11.1.7 Discuss the benefits of exercise and activity.
 | 0 1 2 N/A |  |
| 1. CTE NA 11.1.8 Describe use of various positioning aids.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.11.2 Safety Relating to Resident Mobility

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.11.2.1 Discuss common components of fall prevention.
 | 0 1 2 N/A |  |
| 1. CTE NA.11.2.2 Describe unsafe practices which can result in decreased mobility and increased risk for injury.
 | 0 1 2 N/A |  |
| 1. CTE NA.11.2.3 Discuss prevention of injury to staff members.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.12.0: admission, transfer, and discharge procedures

### Performance Standard CTE NA.12.1 Admission, Transfer, and Discharge Procedures and Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.12.1.1 Identify physical environments and visitor policies.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.1.2 Explain process of admission, transfer, and discharge according to agency policy.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.1.3 Demonstrate how to secure and return personal belongings according to agency policy.
 | 0 1 2 N/A |  |
| 1. CTE NA 12.1.4 Demonstrate recording the admission, transfer, and discharge in the medical record.
 | 0 1 2 N/A |  |
| 1. CTE NA 12.1.5 Identify individual risk factors and needs during admission, transfer, and discharge processes.
 | 0 1 2 N/A |  |
| 1. CTE NA 12.1.6 Define the admission process, including unit orientation and the significance of meeting a new resident or patient for the first time.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.12.2 Safety in Admission, Transfer and Discharge

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.12.2.1 Describe patient identifiers.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.2.2 Explain the use of the call light as a principle of safety.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.2.3 Describe safety issues upon admission, transfer, and discharge.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.2.4 Provides an environment with adequate ventilation, warmth, light and quiet.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.2.5 Promotes a clean, orderly, and safe environment including equipment for a client or resident.
 | 0 1 2 N/A |  |
| 1. CTE NA.12.2.6 Demonstrate respect for rights and property of clients and coworkers.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.13.0: CARE OF RESIDENTS WITH COMPLEX NEEDS

### Performance Standard CTE NA.13.1 Common Diseases and Disorders

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.13.1.1 Identify and describe common diseases and disorders (including mental health and cognitive disorders).
 | 0 1 2 N/A |  |
| 1. CTE NA.13.1.2 Discuss nursing measures to care for residents with common diseases and disorders.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.13.2 Caring for Residents with Common Diseases and Disorders

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.13.2.1 Differentiate between the care which specific diseases require.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.2.2 List actions nursing assistants can use to help a resident with physical, cognitive, psychosocial, and spiritual needs.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.2.3 Utilize the care plan as a guide to care.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.13.3 Safety in Caring for a Resident with Complex Needs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.13.3.1 Identify potential safety risks related to residents with complex needs.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.3.2 Follow safety protocols for identified risks for residents with complex needs.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.3.3 Discuss indicators of suicide risk, immediate interventions and reporting guidelines.
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.13.4 Rehabilitation and Restorative Care

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.13.4.1 Define the difference between rehabilitation and restorative care.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.4.2 Identify the goals of rehabilitation and restorative care.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.4.3 Describe how rehabilitation involves the whole person.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.4.4 Explain how to promote quality of life.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.4.5 Recognize the role of family in the rehabilitation team.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.4.6 Describe how physical and mental deficits (disability) may impact a person’s ability to perform Activities of Daily Living (ADL).
 | 0 1 2 N/A |  |

### Performance Standard CTE NA.13.5 End of Life Care

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.13.5.1 Explain factors affecting attitudes about death, i.e., age, culture, religion, degree of illness.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.2 List and describe the grieving process.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.3 Describe strategies for meeting the physical, psychological, social and spiritual needs of a dying person.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.4 List the rights and choices of the dying person.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.5 Describe needs unique to the loved ones in the life of the dying person.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.6 Identify the goal of hospice care.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.7 Discuss legal and ethical issues surrounding death.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.8 List the signs of dying, including the signs of imminent death.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.9 List the signs of death.
 | 0 1 2 N/A |  |
| 1. CTE NA.13.5.10 Describe nursing assistant measures in caring for the dying and deceased person.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE NA.14.0: safety and emergency

### Performance Standard CTE NA.14.1 Safety and Emergency

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE NA.14.1.1 List general rules of safety and accident prevention in health care settings for residents and staff.
 | 0 1 2 N/A |  |
| 1. CTE NA.14.1.2 Identify major causes of fire in any setting and list prevention guidelines.
 | 0 1 2 N/A |  |
| 1. CTE NA.14.1.3 List guidelines for safe oxygen use.
 | 0 1 2 N/A |  |
| 1. CTE NA.14.1.4 Demonstrate how to recognize and respond to medical emergencies and disasters.
 | 0 1 2 N/A |  |
| 1. CTE NA.14.1.5 Apply safety concepts in the work place.
 | 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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