Pharmacy Technician

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 [**Pharmacy Technician**](https://cte.idaho.gov/wp-content/uploads/2024/08/pharmacy-technician-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 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Pharmacy Technician is not evident. | There is some evidence of the Standard for Pharmacy Technician. | Materials explicitly align to and support the Standard for Pharmacy Technician through regular and authentic engagement opportunities for students. |  |

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

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

# CONTENT STANDARD CTE PT.2.0: pharmacy technician

### Performance Standard CTE PT.2.1 Roles and Services

| 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 PT.2.1.1 Describe the role of the pharmacist.
 | 0 1 2 N/A |  |
| 1. CTE PT.2.1.2 Describe the traditional and the advanced role of the pharmacy technician.
 | 0 1 2 N/A |  |
| 1. CTE PT.2.1.3 Identify the role of the prescriber.
 | 0 1 2 N/A |  |
| 1. CTE PT.2.1.4 Describe the prescription cycle.
 | 0 1 2 N/A |  |
| 1. CTE PT.2.1.5 Compare types of pharmacies and other pharmacy services.
 | 0 1 2 N/A |  |
| 1. CTE PT.2.1.6 Describe wellness programs offered through pharmacies.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.3.0: legal and ethical responsibilities

### Performance Standard CTE PT.3.1 Duties According to Regulations, Policies, and Laws

| 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 PT.3.1.1 Describe the Idaho State Board of Pharmacy Code and Administrative Rules and its function for pharmacy technicians.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.2 Describe the requirements for pharmacy recordkeeping.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.3 Summarize timelines regarding federal laws.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.4 Compare pharmacy professionals' licensure, certification, registration, and legislated scope of practice.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.5 Describe the Health Information Portability Accountability Act (HIPAA) and its function.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.6 Describe the Health Information Technology for Economic and Clinical Health Act (HITECH) and its function.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.7 Identify the Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation) and its function.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.8 Describe the role of the Food and Drug Administration (FDA).
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.9 Describe the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS) and their functions.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.10 Distinguish between PTCB and NHA certifying bodies in the pharmacy industry.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.11 Describe continuing education and training requirements for certification and renewal.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.1.12 Describe the process of identifying and reporting theft within the pharmacy (DEA Form 106).
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.3.2 Professional Standards and Interpersonal Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.3.2.1 Identify the personal traits and attitudes of effective pharmacy team members.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.2.2 Describe the chain of command in a pharmacy setting.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.2.3 Demonstrate professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, ethical and respectful behavior, and substance and alcohol use and abuse.
 | 0 1 2 N/A |  |
| 1. CTE PT.3.2.4 Describe drug diversion
 | 0 1 2 N/A |  |
| 1. CTE PT.3.2.5 Describe the implications of personal and professional social media use regarding employment.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.4.0: PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/PRESCRIPTIONS

### Performance Standard CTE PT.4.1 Prescription Analysis

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE PT.4.1.1 Describe the differences between a prescription and a medication order.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.1.2 Interpret a prescription.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.1.3 Interpret a medication order.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.4.2 Assisting the Pharmacist

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.4.2.1 Input pharmacy data (e.g., patient and insurance profile, prescriptions) using technology.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.2.2 Demonstrate knowledge of the prescription refill process.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.2.3 Identify the patient’s need for pharmacy counseling.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.2.4 Describe medication monitoring programs.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.2.5 Describe a pharmacy technician’s role in an audit.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.4.3 Vehicle/Equipment Handling for Service and Returning to Customer

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.4.3.1 Describe the phases of investigational drugs in clinical trials.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.3.2 Identify drugs categorized under Risk Evaluation Mitigation Strategies (REMS) and the reasons for that categorization.
 | 0 1 2 N/A |  |
| 1. CTE PT.4.3.3 Describe the safe handling of all pharmaceutical hazardous materials and waste.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.5.0: STERILE AND NON-STERILE COMPOUNDING

### Performance Standard CTE PT.5.1 Sterile Compounding

| 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 PT.5.1.1 Describe universal precautions for sterile compounding.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.1.2 Describe United States Pharmacopeia (USP) Guidelines 797 and 800 and their functions.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.1.3 Identify the required ingredients for a compounded sterile product.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.1.4 Identify the equipment and technology used in sterile compounding.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.1.5 Demonstrate the processes and procedures of sterile compounding.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.5.2 Non-Sterile Compounding

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.5.2.1 Describe universal precautions for non-sterile compounding.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.2.2 Describe USP Guideline 795 and its function.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.2.3 Identify the required ingredients for a compounded non-sterile product.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.2.4 Identify the equipment and technology used in non-sterile compounding.
 | 0 1 2 N/A |  |
| 1. CTE PT.5.2.5 Demonstrate the processes and procedures of non-sterile compounding.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.6.0: PROCUREMENT, BILLING, REIMBURSEMENT, AND INVENTORY MANAGEMENT

### Performance Standard CTE PT.6.1 Adjudication of Billing

| 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 PT.6.1.1 Define the term third party.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.1.2 Define the terminology used in insurance billing (e.g., prior authorizations, deductible, double billing) when supplies are billed as durable medical equipment.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.1.3 Describe the fields on an insurance card.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.1.4 Describe pharmacy reimbursement plans.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.1.5 Describe third-party rejections and the reasons they occur.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.6.2 Purchasing Pharmaceuticals

| 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 PT.6.2.1 Describe various procedures in purchasing pharmaceuticals.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.2.2 Describe controlled substance ordering systems (DEA Form 222).
 | 0 1 2 N/A |  |
| 1. CTE PT.6.2.3 Describe the ordering system and the technology applied.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.6.3 Inventory Control

| 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 PT.6.3.1 Differentiate inventory control systems for various drug classifications.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.2 Describe the process of return-to-stock.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.3 Describe the three classes of drug recalls.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.4 Describe the procedure for removing recalled drugs from the pharmacy.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.5 Describe standard procedures for reviewing and removing outdated drug products.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.6 Describe formularies in the pharmacy.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.3.7 Describe the legal requirements for destroying controlled substances (DEA Form 41).
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.6.4 Customer Transactions

| 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 PT.6.4.1 Demonstrate point of sale (POS) transactions for diverse populations.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.4.2 Describe patient identifiers necessary to dispense medication.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.4.3 Describe required valid forms of identification for drug transactions and signature requirements.
 | 0 1 2 N/A |  |
| 1. CTE PT.6.4.4 Describe age limits and purchase limits in dispensing certain pharmaceuticals.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.7.0: safety

### Performance Standard CTE PT.7.1 Patient Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.7.1.1 Demonstrate infection control procedures.
 | 0 1 2 N/A |  |
| 1. CTE PT.7.1.2 Describe circumstances that warrant a Drug Utilization Review (DUR).
 | 0 1 2 N/A |  |
| 1. CTE PT.7.1.3 Describe the roles of the Institute for Safe Medical Practices (ISMP), the Medical Error Reporting Program (MERP), and The Joint Commission (TJC).
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.7.2 Medication Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.7.2.1 Identify sound-alike/look-alike drugs.
 | 0 1 2 N/A |  |
| 1. CTE PT.7.2.2 Identify high-alert/high-risk medications.
 | 0 1 2 N/A |  |
| 1. CTE PT.7.2.3 Identify other common safety strategies for medications (e.g., cross-contamination, Tall-Man Lettering).
 | 0 1 2 N/A |  |
| 1. CTE PT.7.2.4 Describe the Tech-Check-Tech (TCT) program and its purpose.
 | 0 1 2 N/A |  |
| 1. CTE PT.7.2.5 Describe strategies for accurately receiving verbal orders.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE PT.8.0: TECHNOLOGY AND INFORMATICS

### Performance Standard CTE PT.8.1 Pharmaceutical Dispensing

| 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 PT.8.1.1 Describe the role of the Idaho Board of Pharmacy (BOP) requirements for dispensing medications.
 | 0 1 2 N/A |  |
| 1. CTE PT.8.1.2 Describe emerging technologies in the pharmacy industry.
 | 0 1 2 N/A |  |
| 1. CTE PT.8.1.3 Identify indicators of fraudulent prescriptions.
 | 0 1 2 N/A |  |
| 1. CTE PT.8.1.4 Describe reliable drug information resources and their purposes (e.g., Orange Book).
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE PT.9.0: Pharmacology

### Performance Standard CTE PT.9.1 Pharmacokinetics and Pharmacodynamics

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.9.1.1 Describe absorption, distribution, metabolism, excretion (ADME), and the related organs.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.1.2 Identify pharmacological categories, their functions, and the common medications in each category.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.1.3 Identify generic and brand names of common drugs.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.1.4 Identify drug interactions/side effects of commonly used medications.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.1.5 Describe strengths/dosage and dosage forms.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.1.6 Identify routes of administration.
 | 0 1 2 N/A |  |

### Performance Standard CTE PT.9.2 Over-The-Counter and Alternative Therapies

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.9.2.1 Define over-the-counter (OTC) products.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.2.2 Identify common over-the-counter (OTC) products.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.2.3 Identify common vitamins, minerals, and herbal supplements.
 | 0 1 2 N/A |  |
| 1. CTE PT.9.2.4 Identify devices and durable medical equipment (DME).
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE PT.10.0: mathematics

### Performance Standard CTE PT.10.1 Mathematics in Pharmaceutical Practice

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.10.1.1 Convert between measurement systems (e.g., temperature conversions, conversions from household to metric).
 | 0 1 2 N/A |  |
| 1. CTE PT.10.1.2 Calculate ratios and proportions (i.e., dimensional analysis) for compounding sterile and non-sterile products.
 | 0 1 2 N/A |  |
| 1. CTE PT.10.1.3 Calculate drug concentrations as weight/weight, weight/volume, and volume/volume.
 | 0 1 2 N/A |  |
| 1. CTE PT 10.1.4 Calculate dosages based on age, weight, body surface area, and drip rates.
 | 0 1 2 N/A |  |
| 1. CTE PT 10.1.5 Calculate “Days Supply” based on a prescription.
 | 0 1 2 N/A |  |
| 1. CTE PT 10.1.6 Calculate “Quantity to Dispense” based on a prescription.
 | 0 1 2 N/A |  |
| 1. CTE PT 10.1.7 Solve alligation calculations.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE PT.11.0: quality assurance

### Performance Standard CTE PT.11.1 Assurance Practices

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE PT.11.1.1 Describe risk-management guidelines and regulations.
 | 0 1 2 N/A |  |
| 1. CTE PT.11.1.2 Describe the National Drug Code (NDC) and its function.
 | 0 1 2 N/A |  |
| 1. CTE PT.11.1.3 Describe reporting agencies (e.g., MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline) and their functions.
 | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

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

**Student Focus:**

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

**Pedagogical Approach:**

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

**Presentation and Design:**

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

**Technology:**

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

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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