| **Key Categories/Elements** |  | **To What Degree?** | **Rating** |  | **Descriptions of Key Categories/Elements**  |
| --- | --- | --- | --- | --- | --- |
| **Quality Content:** |  |  |  |  |  |  |  |  |  |
| Accuracy |  | **60%****=1 pt.** | **70%=2 pt** | **80%****=3 pt.** | **90%** **= 4 pt.** | **100%****= 5 pt.** |  |  | Content and materials represent facts (scientific, historical, cultural) and that leading professional organizations’ rely upon as unbiased. The breadth and depth of knowledge, perspectives, and events are presented without factual errors. [Rate the % Accuracy of the resource]  |
| Contextualization  |  | **Rating = Number of boxes checked****1, 2, or 3** |  |  | The resource provides: [check all that apply.]* A deep contextualization of the grade level expectations to overarching concepts within the discipline (similar to the Discipline Concept Maps).
* Meaningful and explicit connections to other disciplines (similar to Concept Connections).
* Intra and interdisciplinary connections with opportunities to apply and transfer concepts and skills to various contexts.
 |
| Progression of Learning  |  | **Rating = Number of boxes checked 1, 2, 3, or 4.** |  |  | Check all that apply:* The resource articulates a, progression through key learning outcomes, articulating the building blocks involved in mastering critical concepts and skills.
* Evidence is provided that the suggested learning progression is research-based.
* The resource provides information about typical misconceptions, myths, or gaps in learning related to critical concepts and skills.
* The concepts and activities within the resource are sequenced so that student could experience success and connection to the material.
 |
| Variety in Instructional Strategies and Learning Activities |  | **Rating = Number of boxes checked****1, 2, 3, or 4** |  |  | The resource:* Facilitates the use of a variety of instructional approaches (direct instruction, inquiry, questioning, group work, project-based learning, etc.)
* Allows students multiple entry points into the concepts through different learning modalities, including auditory, visual, and kinesthetic.
* Includes experiential and/or technological strategies for accessing content.
* Provides many and a variety of types of student learning activities and/or learning activities are available in a variety of formats appropriate to the targeted concepts and skills.
 |
| Engaging and Challenging |  | **Rating = Number of boxes checked 1, 2, 3, 4, 5, or 6** |  |  | The resource provides: [check all that apply]* Guiding questions that elicit student inquiry, and/or content that requires creativity/invention, critical thinking, and reasoning.
* Experiential activities that support the application of concepts and skills.
* Performance tasks where students are “doing” and constructing new and enduring understanding.
* Engagement with concepts that challenge the student to develop deeper and broader understanding and application of the material.
* Opportunities for students to make choices in learning activity.
* Meaningful reflection prompts.
 |
| Integrates Community Resources |  | **Rating = Number of boxes checked****1 or 2** |  |  | The resource:* Suggests opportunities for meaningfully integrating community resources or extending learning opportunities to foster relevance and the application of the concept or skill within the community context.
* Utilizes community-based opportunities to foster career path development (e.g. service-learning).
 |
| Age and Grade Level Appropriate |  | **Rating = Number of boxes checked****1, 2, 3 or 4** |  |  | * Content and materials reflect grade level expectations to which the materials are aligned.
* Content and material are appropriate for the typical student age for each grade level.
* The texts and materials reflect the concepts articulated at the grade level.
* The text used in the resource reflects the text complexity appropriate for the grade level.
 |
| Meaningful Use of Technology |  | **Rating = Number of boxes checked****1, 2, 3 or 4** |  |  | The resource supports:* Multiple opportunities for students to engage with technology to enhance their learning of the content, concepts, and skills.
* The use of technology for differentiation and support for student learning.
* Exploration of the role of technology within the discipline.
* Digital information literacy skill development within the discipline.
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| **Key Categories/Elements** |  | **To What Degree?** | **Rating** |  | **Descriptions of Key Categories/Elements**  |
| --- | --- | --- | --- | --- | --- |
| **Accessibility & Inclusivity:** |  |  |  |  |  |  |  |  |  |
| Academic Language, Disciplinary Literacy, and English Language Proficiency |  | **Rating = Number of boxes checked****1, 2, or 3** |  |  | The resource:* Articulates the key terminology needed by all learners to be able to access the content and concepts.
* Calls out the disciplinary language and habits of discourse and mind that are implicit within the discipline so that educators can be more aware of where they need to differentiate for language development in all learners.
* Makes explicit connections to the CELP standards or these are easily integrated.
 |
| Supports Differentiation |  | **Rating = Number of boxes checked, 1, 2, or 3** |  |  | The resource provides:* Differentiation techniques related to disciplinary learning and text complexity.
* Scaffolding/supports or interventions that can be used with individual students not progressing at the rate of the rest of the class (linked to typical misconceptions or gaps in learning).
* Instructional options (or enrichment) for students achieving early mastery.
 |
| Supports the Development of Students’ Positive Self-Concept and Cultural Identity |  | **Rating = Number of boxes checked 1, 2, 3, or 4** |  |  | Check all that apply:* The resource presents the myriad of perspectives, experiences, and controversy, objectively allowing students to develop their own ideas, judgments, and opinions through the use of critical thinking and information literacy skills.
* Promotes rigorous discourse through inquiry based discussions and collaboration that invite multiple perspectives while also providing strategies for fostering tolerance and a safe, welcoming, and inclusive learning environment.
* The resource and ancillary materials reflect the diverse cultures and backgrounds of all students and their families with respect and a positive regard. Students can see themselves and their families in the materials and positively identify with how they are portrayed. Materials foster a sense of belonging and inclusivity for all students within the classroom.
* Resource does not contain, or foster, bias or stereotypes based on personal characteristics, including but not limited to class, age, gender, *sexual orientation, religion, language, ethnicity, race, family composition, physical appearance, and ability.*
 |
| Does Not Harm Students’ Self-Concept or Identity |  | **Consider excluding resource if any boxes are checked.** |  |  | Check any that apply:* The resource omits or significantly reduces the history, contributions and lives of a group of people.
* The resource demeans a group of people by using patronizing or clinically distancing language.
* The resource portrays a group of people in stereotyped roles with less than a full range of human interests, traits and capabilities.
 |
| Supports an Equitable, Safe, Healthy, and Positive Learning Environment (Teacher Quality Standard 2) |  | **Rating = Number of boxes checked****1, 2, or 3** |  |  | The resource provides:* Brain-based physical activity breaks incorporated into the lessons.
* Explicit instructional strategies to support the learning and application of the Emotional & Social Wellness standard ( http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=11&stid2=0&glid2=0).
* Clear and consistent behavioral expectations and reinforcement of student skill building.
 |
| Supports Family Partnerships |  | **Rating = Number of boxes checked****1 or 2** |  |  | * Supplemental materials are provided to partner with the family in the students’ learning (acknowledging that the family is every student’s primary educator).
* Supplemental materials are available in the languages your community utilizes.
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| **Key Categories/Elements** |  | **To What Degree?** | **Rating** |  | **Definitions of Key Categories/Elements**  |
| --- | --- | --- | --- | --- | --- |
| **Research Based:** |  |  |  |  |  |  |  |  |  |
| Theory for Learning and/or Behavior |  | **Rating = Number of boxes checked****1 or 2** |  |  | * Resource includes a theoretical framework for learning and/or behavior that grounds the resource in existing theory and research.
* The theoretical framework matches or complements school’s operating or accepted learning theory or approach.
 |
| Research-Based\* Programs\*in Comprehensive Health & PE, “Evidence” is often used in place of “Research”  |  | **1** | **2** | **3** | **4** |  |  | Level 4: Data from multiple studies of the resource or specific strategies embedded in the resource, in two or more distinct contexts show significant positive effects on the intended student outcomes without any negative, unintended outcomes. Citations of effectiveness are from leading governmental organizations and/or peer-reviewed professional journals that are relied upon by the discipline’s professional organizations. Two or more studies utilized a true experimental or quasi-experimental design. At least one study includes a sample population comparable to your student population. Level 3: Resource or strategies embedded in the resource were evaluated in at least one true experimental or quasi-experimental design studies that demonstrated increases in intended student outcomes and/or multiple non-experimental studies cited in leading governmental organizations and/or peer-reviewed professional journals (relied upon by the discipline’s professional organizations) demonstrate the effectiveness of the resource or strategies embedded in the resource for a similar student population. Level 2: Resource or strategies embedded in the resource have no, or low-quality evaluation studies about effectiveness, but are based on theory generated from a multitude of observational, or qualitative, studies by multiple researchers in multiple contexts.Level 1: Limited or no research has been conducted on the program to support the demonstration of achieving the intended outcomes, delivery, and/or interaction effects. The program is not based on theory generated from research. |

| **Key Categories/Elements** |  | **To What Degree?** | **Rating** |  | **Definitions of Key Categories/Elements**  |
| --- | --- | --- | --- | --- | --- |
| **Feasibility & Sustainability:** |  |  |  |  |  |  |  |  |  |
| Balancing Fidelity & Adaptation |  | **1** | **2** | **3** | **4** |  |  | Level 4: Tools are provided to evaluate the fidelity with which the program is implemented and to promote the instructor’s continuous improvement. The evaluation tools are connected to a comprehensive range of supports (e.g., training, coaching, technical assistance, consultation) for the instructor to ensure quality implementation as well as effective adaptation when necessary. The “core” components of the program are clearly identified.Level 3: Some tools are provided to support the instructor in the fidelity of implementation, adaptation, and continuous improvement. However, they may be limited in breadth, accessibility, or contextual relevance. The “core” components of the program are clearly identified.Level 2: No support tools are provided or accessible; however, suggestions for adaptation are made and core components are identified.Level 1: Core components are not identified. Fidelity and adaptation are not addressed.  |
| Instructional Time (Supplemental Materials) |  | **Score = Number of boxes checked****1, or 2** |  |  | The resource* Includes feasible suggestions and support for sustaining the investment in the resource by embedding it into the larger system.
* provides a plan for integrating into a variety of structures, timeframes, and schedules.
 |
| Initial & Ongoing Costs |  | **Score = Number of boxes checked****1, 2, 3, 4, 5, or 6** |  |  | Materials package includes: * Resource
* Ancillary materials
* Technology
* Professional development

Materials:* Support sustainability
* Support capacity building
 |
| Professional Development |  | **Score = Number of boxes checked****1 or 2** |  |  | The resource provider:* Offers high quality professional development for adult learners, including training, technical assistance, and/or coaching, to ensure the teacher’s comfort, confidence, and quality in implementation and adaptation.
* Provides support for problem solving when questions arise.
 |
| Adaptations for Local Criteria & Requirements/District Policy |  | **Yes = 1 point No = 0 points** |  |  | Allows for adaptations based on local criteria and requirements or district policy. |
| **Other Content Specific:**  |  |  |  |  |  |  |  |  |  |
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