

# Knappa School District No. 4 • Astoria, Oregon 97103

*The Knappa School District will Inspire all learners to Achieve academically and Thrive as independent and Productive citizens.*

## **Board of Directors' Regular Board Meeting**

Wednesday, August 18, 2021

**6:30 p.m.**

1. **Call to Order** – Chair Ed Johnson
  - 1.1 Flag Salute-6:30 p.m.
2. **Consent Agenda- (Motion for approval needed)**
  - 2.1 Personnel Update
  - 2.2 Minutes from the July 14, 2021 Work Session and August 2, 2021 Work Session/Retreat Meetings
3. **Communications and Hearing of Interested Parties**

*The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. The Board, at their discretion, will recognize comments from the audience. We must require, however, that complaints be directed through the administration for resolution. Comments made during this session must be free of abusive language, personal attacks on district personnel, and not directed towards any department which, due to its low staffing, would amount to an attack by in affect naming district personnel. We also ask that presentations be limited to (3) minutes.*
4. **New Business**
  - 5.1 ESOL State Report-(discussion)
  - 5.2 Archery Program- (motion for approval needed)
  - 5.3 Florida Virtual Academy Curriculum- (motion for adoption needed)
  - 5.4 Letter to OHA & Governor for Local Control- (motion for approval needed)
  - 5.5 Board Goal Setting-(discussion only)
  - 5.6 Superintendent Evaluation Timeline-(discussion)
5. **District Reports**
  - 5.1 **Superintendent Report-Dr. Fritz**
    - Financial Report- (Diane Barendse)
    - Hilda Lahti Elementary/Middle School
    - Knappa High School
6. **Board Member Reports and Future Agenda Items**

**Meetings •** Wednesday, September 22, 2021, 6:30 p.m., Regular School Board Meeting, Knappa High School

Knappa School District # 4

**Changes of Employee Status  
August 18, 2021**

**The Superintendent recommends accepting the following:**

The hiring of Alex Glueck as the new high school LA Teacher.

The hiring of Kendall Rehn as an Elementary teacher.

The hiring of Melissa Collier as an Elementary teacher.

The hiring of David Brandon as the HLE PE Teacher.

The hiring of Julia Davis as a HLE PA.

The hiring of Kacy Stripling as a ½ Kindergarten Teacher and PA at HLE

The resignation of Oxana Miller as the high school registrar.

The resignation for Angie Barendse as a HLE PA.

The hiring of Janet Vincent as a Bus Driver.

The resignation of Bob Brockey as the HLMS Athletic Director

The hiring of Emma Bussert as the HLMS Athletic Director

The hiring of Deirdre Welch as a .4 SPED Teacher

.....

**The Business Manager, Diane Barendse recommends accepting the following:**

The hiring of Joshua Fritz as a PA at Knappa High School

# Knappa School District No. 4 • Astoria, Oregon 97103

*The Knappa School District will Inspire all learners to Achieve  
academically and Thrive as independent and Productive citizens.*

## Board of Directors Work Session Meeting

Wednesday, July 14, 2021

5:30 p.m.

### Present

Ed Johnson-Director  
Will Isom-Director  
Michelle Finn-Director  
Christa Jasper-Director

### Absent

Cullen Bangs-Vice Chair

William Fritz-Superintendent  
Jennifer Morgan-Board Secretary

### 1. **Call to Order** – Secretary Morgan 5:34 p.m.

#### 1.1 Flag Salute

Isom moved to make Johnson temporary chair Finn seconded, moved to vote approved unanimously.

### 2. **Consent Agenda- (Motion for approval needed)**

#### 2.1 Minutes from the June 21, 2021 Regular School Board Meeting and July 1, 2021

#### Special Meeting

#### 2.2 Personnel Update

#### 2.3 Approval of Substitute Bus Driver Signing Bonus

Isom moved to approve the consent agenda as presented, Finn seconded, moved to vote, approved unanimously.

### 3. **Communications and Hearing of Interested Parties**

*The Board welcomes visitors to our meetings, and values comments from district patrons that improve the quality of education for students. The Board, at their discretion, will recognize comments from the audience during discussion for agenda items. However, the Comments from Visitors section is intended for items that do not appear as an agenda item. We must require, however, that complaints be directed through the administration for resolution. Comments made during this session must be free of abusive language, personal attacks on district personnel, and not directed towards any department which, due to its low staffing, would amount to an attack by in effect naming district personnel. We also ask that presentations be limited to (3) minutes.*

### **New Business**

**Elect Chair and Vice Chair for July 2021-June 2022-** (nomination needed) Isom nominated Johnson for the 21-22 board chair, Finn seconded, moved to vote, approved unanimously. Isom

nominated Bangs for the 21-22 vice-chair, Johnson seconded, moved to vote, approved unanimously.

**Board Calendar Review-** (discussion and possible motion). The Board discussed changing the date and time of board meetings. Finn stated she would prefer 7 pm meetings, Isom stated that later works for him as well. Discussion followed on executive session and board times. Finn moved to have meeting board meetings, Wednesday's at 6:30 p.m. starting August 20, Johnson seconded, moved to vote, approved unanimously.

## **Board Member Reports and Future Agenda Items**

**Isom-**nothing at this time.

**Jasper-**nothing at this time.

**Finn-**nothing at this time.

**Johnson-**would like to having a board retreat, have a time to have more discussion on topics. Fritz will research retreats and the rules. Keep the August 2nd meeting and start the new meeting time and day at the regular board meeting August 18th.

Johnson moved to adjourn the meeting 6:01p.m.

**Next Meetings •** Monday, August 2, 2021 Board Work Session 5:30 p.m., Monday, August 16, 2021 Regular Board Meeting 5:30 p.m., Knappa High School Library.



Knappa School District No. 4 • Knappa, Oregon 97103  
Board of Directors' Regular Meeting and Work Session.  
August 2, 2021  
5:30 p.m.

**Meeting will be held at HLE in M3**  
<https://meet.google.com/emd-cvuc-vty>

**Present**

Ed Johnson-Chair  
Cullen Bangs-Vice Chair  
Will Isom-Director  
Michelle Finn-Director

**Absent**

Christa Jasper-Director

William Fritz-Superintendent  
Jennifer Morgan-Board Secretary

1. **Call to Order** –Chair Johnson-5:33 p.m.
  - 1.1 Flag Salute
2. **Consent Agenda- (Motion for approval needed)**
  - 2.1 Personnel Update
  - 2.2 Superintendent Fritz outside work approval
  - 2.3 Disclosure of Potential Conflict of Interest and Board Disposition

Isom moved to approved the consent agenda as presented, Bangs seconded, moved to vote, approved unanimously.

**Old Business**

**Updated 2021 Bond Resolution-** (motion for approval needed)-Fritz stated that we received the OSCIM grant for the 4 million and we added the additional information to the bond resolution. Isom moved to approved the updated resolution, Bangs seconded, moved to vote, approved unanimously,

**Work Session Discussion**

**Opening Activity- Hopes & Fears-** (Superintendent Fritz)-Fritz opened the retreat with having the board speak to hopes for the upcoming school year. Johnson stated he hoped as a board they put children first and have a normal school year. Isom stated he hoped we could have as normal a school year as possible. Finn stated she agreed with director Isom, Bangs stated following what is mandated and using what flexibility we can and putting children first. Discussion followed.

**Superintendent/Board Training w/ OSBA-** (Kristen Miles-Virtual)-Kristen presented several slides on working as a school board team and how working together brings student results. Set clear expectations, support and accountability.

Kristen reviewed each bulleted item with the board. Discussion followed.

- Board Member Standards of Conduct-Policy BBF
- Board/Superintendent Operating Agreement-Policy BCD

Stated that this policy has not been updated since 2012, Kristen made recommendations on updates. Split the board operating agreement from the superintendent operating agreement.

- Conflict of Interest (More than just financial)? Oregon Ethics Commission has lots of information on this subject.
- Processing Community Comments (Are Groups Different? How should board members handle it when somebody “bends their ear?” -- Policy BDDH / Policy BBAA / Policy KL

Kristen suggested that if there is a group that would like to speak at board meetings, ask for a spokesperson, and then ask how many are here in support of the group.

- Robert’s Rules Training

Laminate rules sheet for board meetings.

- Article Review -- Institute for Local Government. (2003). Everyday ethics for local officials: Making politically unpopular decisions.  
[https://www.cailg.org/sites/main/files/fileattachments/resources\\_Everyday\\_Ethics\\_Dec03\\_0.pdf](https://www.cailg.org/sites/main/files/fileattachments/resources_Everyday_Ethics_Dec03_0.pdf)

Recess for 5 minutes.

**20-21 Board Self Evaluation-** (discussion only)-The board reviewed their self-evaluation and discussed using them to create future goals. Work on creating goals relating to the lowest scoring standards, work towards things the board can improve. Bangs and Johnson will meet with the superintendent to create draft goals and will bring the next scheduled meeting.

**21/22 Board Goals-** (discussion only)-see above

**Reopening Plan Updates-** (information only)-Fritz gave a handout to the board regarding reopening the school year and the safety protocols that will be put in place. He stated he had an ODE meeting today and he learned, that masks will be mandatory in schools this fall, students will be able to take them off when they are outside. The requirement will be during school hours indoors. If we don’t follow the requirements we will not have COVID liability, discussion followed. There will civil penalties for staff that do not follow the rules up to \$500 per incident, and the licensed staff could be a violation of ethics if they didn’t follow the mandates. There will be a monthly review by the state, but they haven’t worked out those details yet. Discussion followed.

Isom stated that he as a board member would like to write a letter to the state and express their disappointment in the state’s decision taking away local control, would like to see local control of these decisions, and work with county health department and local case counts.

Finn stated would be a good idea to have the protocols in place for when the state does give back local control to the districts. Discussion followed.

Isom moved to have the superintendent create a letter to send to the Governor and OHA requesting local control for mask and safety protocols, Finn seconded, move to vote, approved unanimously. Superintendent Fritz will draft a letter and bring to the next meeting.

Johnson adjourned 8:46 pm

**Next Meeting •**

Wednesday, August 18, 2021 School Board Meeting 6:30 p.m., Wednesday, September 22, 2021  
Regular School Board Meeting 6:30 p.m. Knappa High School Library

**Knappa School District #4**  
**Board Meeting Background Information**

☐ Policy  
☐ Financial  
☐ Discussion

☐ Vision & Goals  
☒ Information  
☐ Resolution

Item Title:  
English Learners in Oregon State Report  
Presenter:  
Tammy McMullen

**Background Information Related to this Issue:**

The purpose of this communication is to equip district and school leaders with the information needed to meet all requirements set forth by [ORS 327.016](#), for the English Language Learner State Report (EL state report). The EL state report provides statewide and individualized district/school data relevant to our English Language Learners. **No later than September 1, 2021** all Oregon school districts are required to:

- Provide the EL state report to their school board,
- Make printed copies available at the school district main office, and
- Post an accessible copy of the report on their district website.

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare this annual report on English learner program funding and student outcomes for the state. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives.

**Background (con't)**

**Financial Impact:**

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**Recommended Action:**

**Review and post report on website.**

# English Learners in Oregon

Annual Report 2019-20

June 2021



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## **Acknowledgements**

### **Office of the Director**

W. Joshua Rew, Psychometrician

Evan Fuller, Research Analyst

### **Office of Equity, Diversity, and Inclusion**

Taffy Carlisle, Education Program Specialist

### **Office of Teaching, Learning, and Assessment**

Kim Miller, Education Program Specialist

## Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on the [ODE website](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

## Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (Garcia, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we believe these students are multilingual and acknowledge that their linguistic and cultural heritage matters.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2019-20 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

## English Learners in Oregon's K-12 schools

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners (i.e., ever English learners and 18.0 percent of students) were an incredibly diverse student population in 2019-20. These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities.

The distribution of current English learners were not similar across grade levels, schools, or districts in Oregon during the 2019-20 school year. The district with the highest percentage of current English learners was Woodburn School District with 34.6 percent of its student population learning English in an ELD program as of May 1, 2020. On the other hand, more than 70 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2019-20 school year include the following:

<sup>1</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- In 2019-20, the majority of current English learners were in elementary grades (while the majority of former English learners were in high school grades).
- The number of recently arrived current English learners (i.e., new immigrant students) increased slightly in 2019-20 after declining the previous two years.
- Spanish was the predominant home language of current English learners (spoken by 75.4 percent), but overall there were 160 unique home languages spoken by current English learners.
- Approximately 75.6 percent of current English learners were Latino/a/x, and 28 percent of Latino/a/x students were current English learners. Nearly the same percentage of Native Hawaiian/Pacific Islander students (25.8 percent) were current English learners.

## **Participation in targeted programs**

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners.
- A higher percentage of current English learners received special education services and supports as compared to never English learners; however, ever English learners and never English learners had similar percentages of students receiving special education services and supports.
- Almost 13.5 percent of current English learners received services in migrant education programs.
- While across Oregon 7.6 percent of never English learners participated in TAG programs, this figure was 6.0 percent for former English learners and just 0.4 percent for current English learners.

## **Progress towards English Language Proficiency**

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

## **Student Academic Outcomes in English Language Arts and Mathematics**

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

## **Attendance**

Data representing the percentage of current, former, ever, and never English learners who regularly attend school were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

## **Graduation**

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

## **Post-secondary enrollment**

Post-secondary enrollment rates for former English learners were very similar to those of never English learners; in both cases, about 62.0 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 42.0 percent of current English learners went on to college within 16 months of high school graduation.

## **Instructional Programming for Current English Learners**

Program models are different ways that current English learners can receive instruction that helps them develop their English language proficiency and learn grade-level content. About 19.2 percent of current English learners participated in bilingual or dual-language programs in 2019-20. Most current English learners (75.2 percent) participated in sheltered instruction programs.

## **District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2019-20, that ratio was 0.98, slightly less than it was in 2018-19.

## Introduction

In 2019-20, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2019-20 school year made up 18.0 percent of all students in Oregon public schools and districts (as of the first school day in May 2020). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

## Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics.
- Length of participation in ELD programs.
- Participation in special education and related services.
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs.
- The extent to which districts expend these allocations for students enrolled in ELD programs.
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2019-20 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at the district's main office and on the district's website.

## Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (Garcia, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we believe these students are multilingual and acknowledge that their linguistic and cultural heritage matters.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2019-20 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

## Structure of this report

This report consists of six sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: Instructional Programming for Current English Learners

Section 6: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs).

<sup>2</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

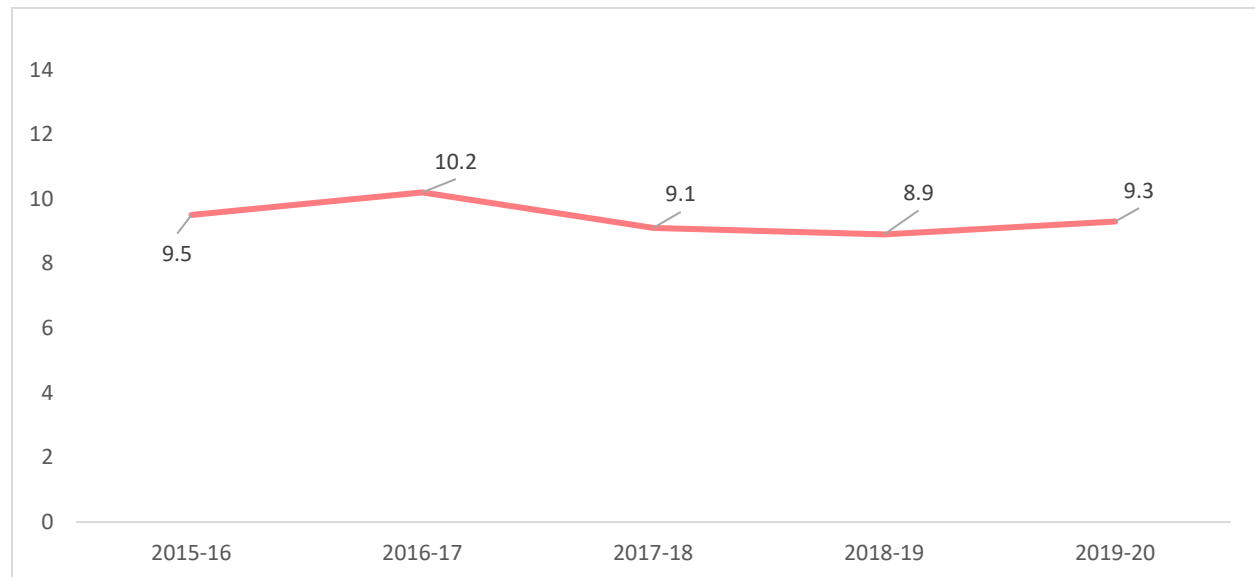
## Section 1: Demographics of English Learners in Oregon in 2019-20

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners were an incredibly diverse student population in 2019-20 (representing 18.0 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

### Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are not proficient in English. The reason for the lack of English proficiency is because English is not their native language or they come from an environment where a language other than English has had a significant impact on their English proficiency. In 2019-20, 53,488 of Oregon's 578,115 K-12 students, or 9.3 percent, were current English learners<sup>4</sup> (see figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners (2015-16 to 2019-20).**



A similar number of students in 2019-20 (50,480 or 8.7 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Research does suggest, however, that former English learners may still need

<sup>3</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

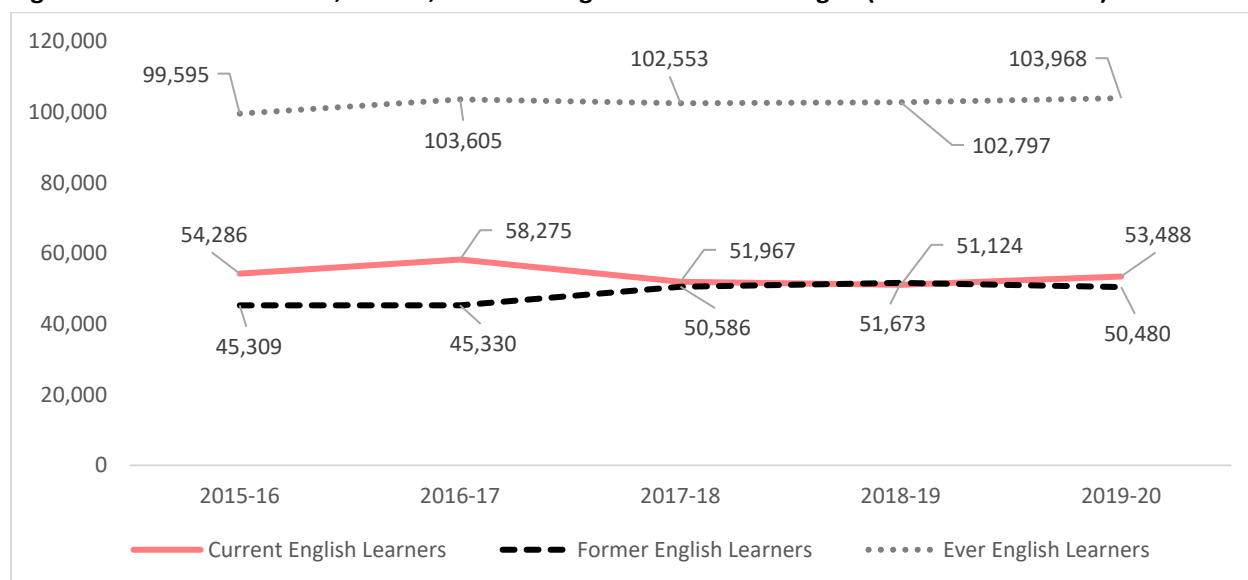
<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012).

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of current English learners. Note that ever English learners are the combination of current and former English learners, and never English learners are monolingual English or multilingual students who are not eligible to receive English language instruction, supports, and services in an ELD program before or during the school year. Without these comparisons, it can be easy to underestimate the achievement of current English Learners, who tend to perform at lower levels while still developing English. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels (Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last five school years. In general, it displays a slightly growing population of ever English learners in Oregon, peaking in 2016-17 at 103,605 and, after declining for a couple years, increasing slightly to 103,968 students in 2019-20.

**Figure 2. Number of current, former, and ever English Learners in Oregon (2015-16 to 2019-20).**



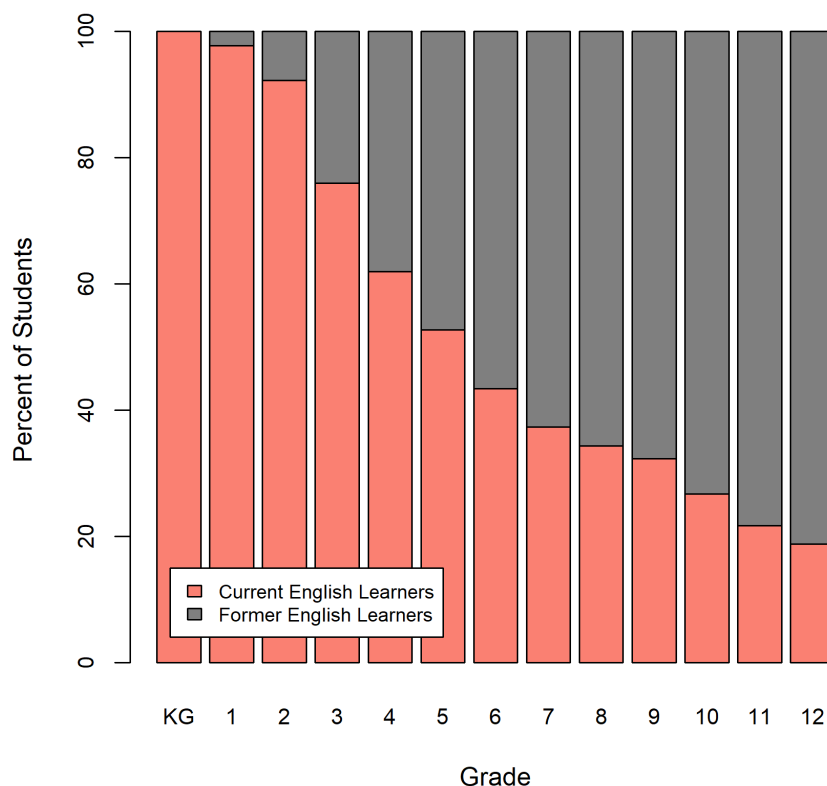
## Characteristics of current English Learners in Oregon

### The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (65.7 percent) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 18.8 percent) or in high school (grades 9-12; 15.5 percent). Figure 3 shows the percent of current and former English learners by grade in 2019-20. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners).



**Figure 3. Comparison of the percentage of current and former English learners by grade in 2019-20.**

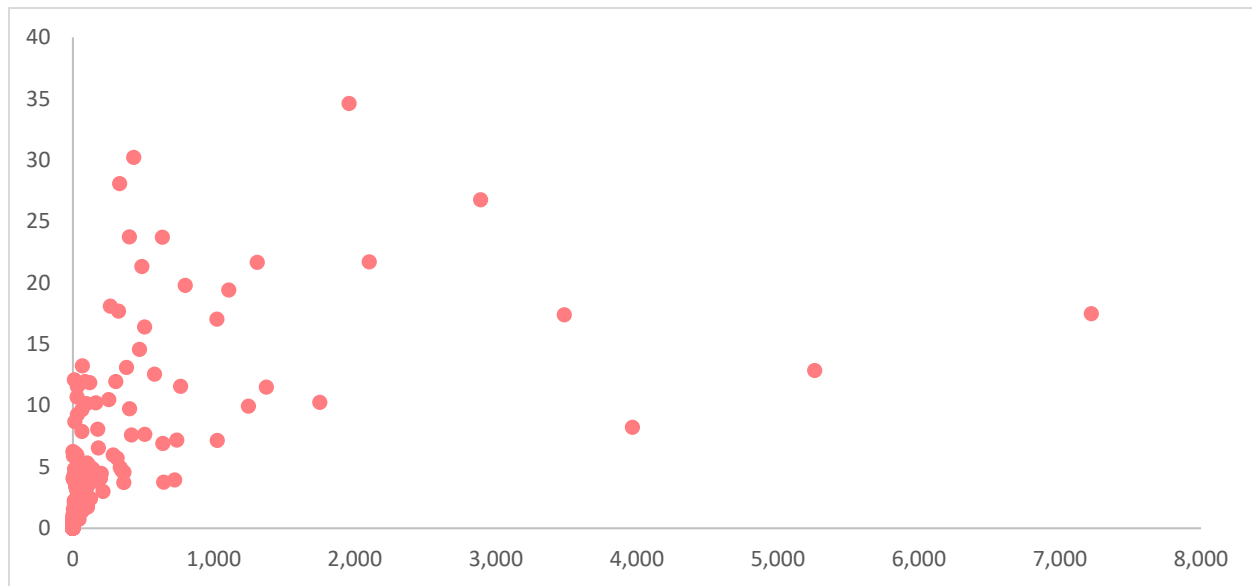


### **English Learner enrollment was not uniform across Oregon districts.**

Oregon has 197 school districts. In 2019-20, 149 districts provided English language instruction, supports, and services to current English learners; however, 48 districts did not have any current English learner enrollments. An additional 51 districts provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be eligible for specific improvement efforts under state and federal accountability initiatives.

Figure 4 shows the distribution of current English learners across Oregon districts. The total number of current English learners in 2019-20 is on the x-axis. While most districts are at the left hand corner, with zero or few current English learners, there were six districts with more than 2,000 current English learners. As some of those districts were larger, however, even large populations of current English learners might make up fewer than 10 or 15 percent of the student population (see the y-axis). Thus, in 2019-20, districts experienced very different situations in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

**Figure 4. Comparison of the number and percentage of current English learners by district in 2019-20.**



This variation across districts is also evident in table 1, which shows the six districts with the highest numbers of current English learners (i.e., Salem-Keizer, Beaverton, Portland, Hillsboro, Reynolds, and David Douglas), as well as the five districts with the highest percentage of current English learners (i.e., Woodburn, Umatilla, Nyssa, Reynolds, and Jefferson County). Note that only Reynolds appears in both lists. Moreover, many of those districts with the highest percentage of current English learners have comparatively small numbers of students.

**Table 1. Districts with the highest number and percentage of current English learners in 2019-20.**

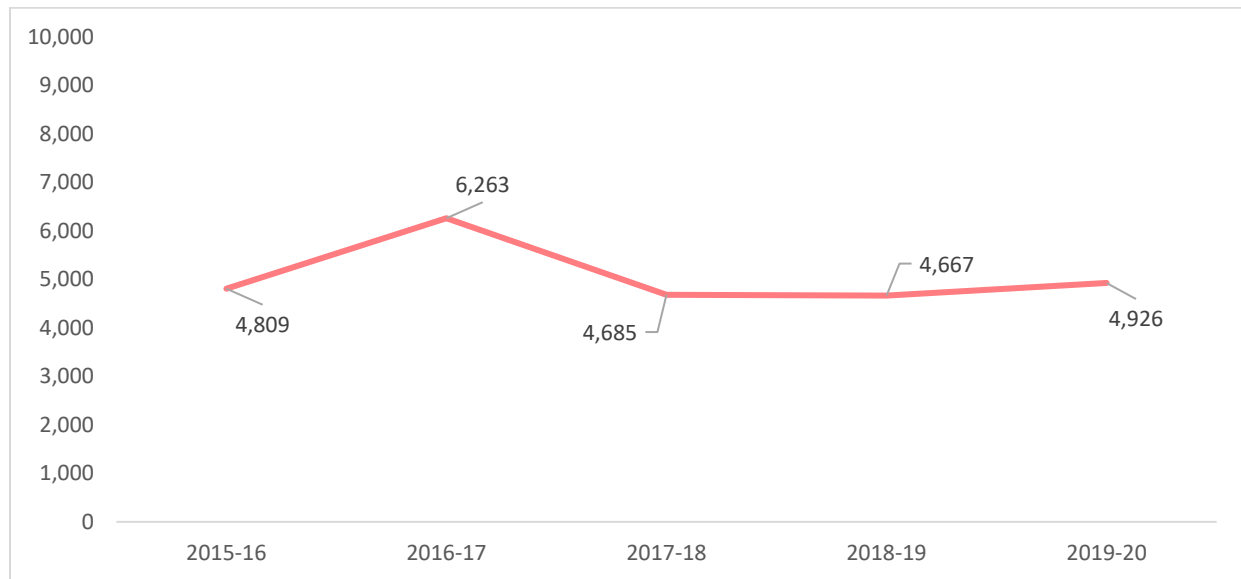
District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer	7,223	17.5%
Beaverton	5,261	12.9%
Portland	3,969	8.2%
Hillsboro	3,486	17.4%
Reynolds	2,892	26.8%
David Douglas	2,103	21.7%
Woodburn	1,959	34.6%
Nyssa	333	28.1%
Umatilla	432	30.2%
Jefferson County	635	23.7%

### **The number of recent arrivers increased in 2019-20 after declines since 2016-17.**

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2019-20, 4,927 current English learners were recent arrivers. This number is very similar to the prior year's count (4,667) but is certainly a sharp reduction from 2016-17 (6,263; see figure 5).

**Figure 5. Number of current English learners who were recent arrivers in Oregon (2015-16 to 2019-20).**



Most recent arrivers (60.4 percent) were in the elementary grades, while 17.8 percent were in grades 6-8 and 21.9 percent were in high school. Current English learners who are recent arrivers in middle and high school generally face particularly big challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2019-20 was 1,953. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, six Oregon districts had at least 100 such students in 2019-20 (see table 2).

**Table 2. Districts providing English language instruction, support, and services to at least 100 adolescent newcomers in 2019-20.**

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton	240
Salem-Keizer	215
David Douglas	141
Portland	140
Reynolds	140
Hillsboro	86

## **In 2019-20, 866 current English learners had experienced interruptions in their education.**

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE).

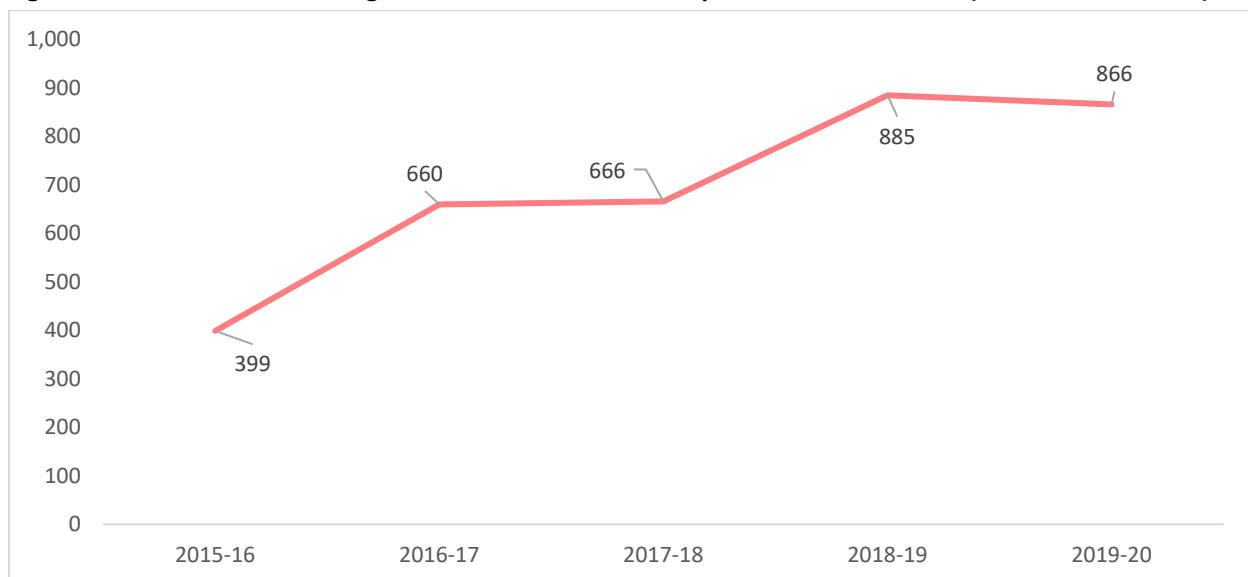
Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

- a. have at least two fewer years of schooling than their peers of the same age,
- b. function at least two years below grade level expectations in reading and mathematics, and
- c. be preliterate in their native language.

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2019-20 school year, districts reported 866 current English learners with limited or interrupted formal education (about 1.6 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2015-16 to 2018-19 but decreased slightly in 2019-20.

**Figure 6. Number of current English learners with an interrupted formal education (2015-16 to 2019-20).**



Most students with limited or interrupted formal education were in high school (58.7 percent). Another 24.7 percent were in the middle school grades (grades 6-8), and only 16.6 percent were in the elementary grades.

In 2019-20, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 3, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2019-20. These nine districts alone enrolled over 80 percent of all SLIFE students in Oregon. Note that five of the six districts serving many adolescent newcomers (see table 2) also enroll significant numbers of current English learners with interrupted formal education (i.e., Portland, Salem-Keizer, Beaverton, Reynolds, and Hillsboro).

**Table 3. Districts serving at least 20 current English learners with interrupted formal education in 2019-20.**

<b>District</b>	<b>Number of Current English Learners with Limited or Interrupted Formal Education</b>
Hillsboro	167
Hermiston	107
Beaverton	105
Portland	103
Reynolds	103
Morrow	34
South Lane	29
Salem-Keizer	27
Forest Grove SD 15	22

### **Current English learners across the state spoke 160 unique home languages.**

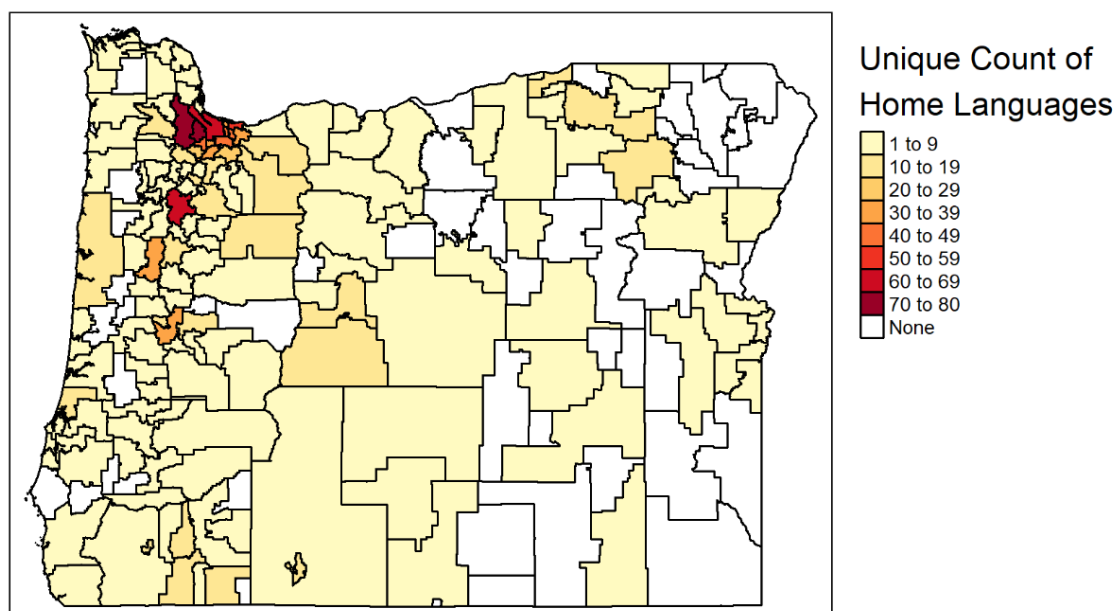
Statewide, current English learners spoke about 160 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 75.4 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.3 percent of home languages among current English learners (see table 4). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages are increasing. The ODE is updating the way districts report the home languages of current English learners to allow for more accurate reporting in the future.

**Table 4. Most prevalent home languages among current English learners in 2019-20.**

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	40,342	75.4%
Russian	1,563	2.9%
Vietnamese	1,208	2.3%
Chinese	1,106	2.1%
Arabic	881	1.7%
English <sup>5</sup>	690	1.3%
Somali	629	1.2%
Chuukese	596	1.1%
Ukrainian	416	0.8%
Japanese	358	0.7%
Mayan languages	352	0.7%
Marshallese	341	0.6%

Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2019-20.**

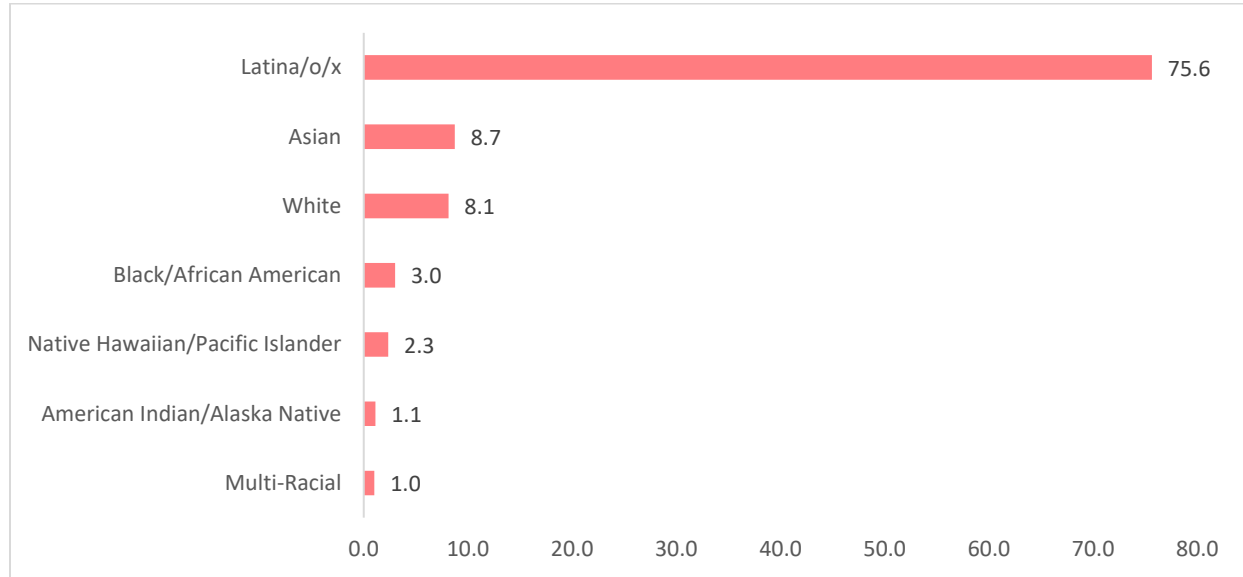


<sup>5</sup> All 690 current English Learners with English as the home language were American Indian/Alaska Native students.

### The vast majority of current English learners were Latina/o/x.

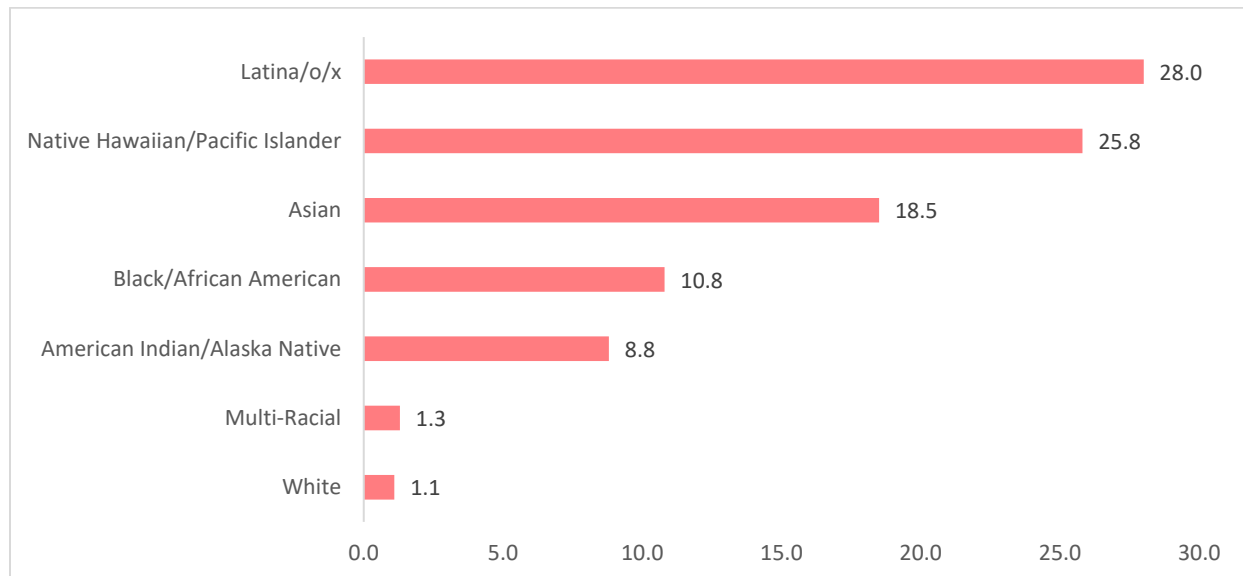
Of the 53,488 current English learners in Oregon during the 2019-20 school year, 40,457 (75.6 percent) were Latina/o/x. Slightly over 16.9 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

**Figure 8. Percentage of current English learners by race/ethnicity in 2019-20.**



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 28 percent of Latina/o/x students were current English learners in 2019-20. Moreover, 25.8 percent of Native Hawaiian/Pacific Islander students were current English learners.

**Figure 9. Percentage of each racial/ethnic group who were current English learners in 2019-20.**



## Section 2: Participation in Targeted Programs

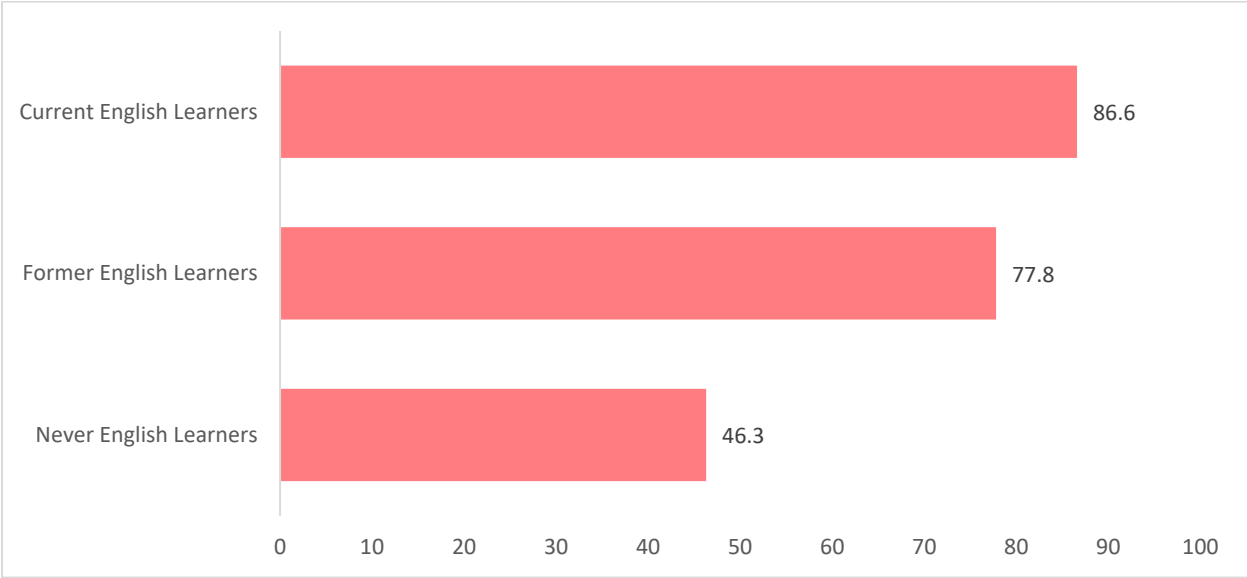
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2019-20 school year.

### Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners come from economically disadvantaged households.

**Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20.**



### Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

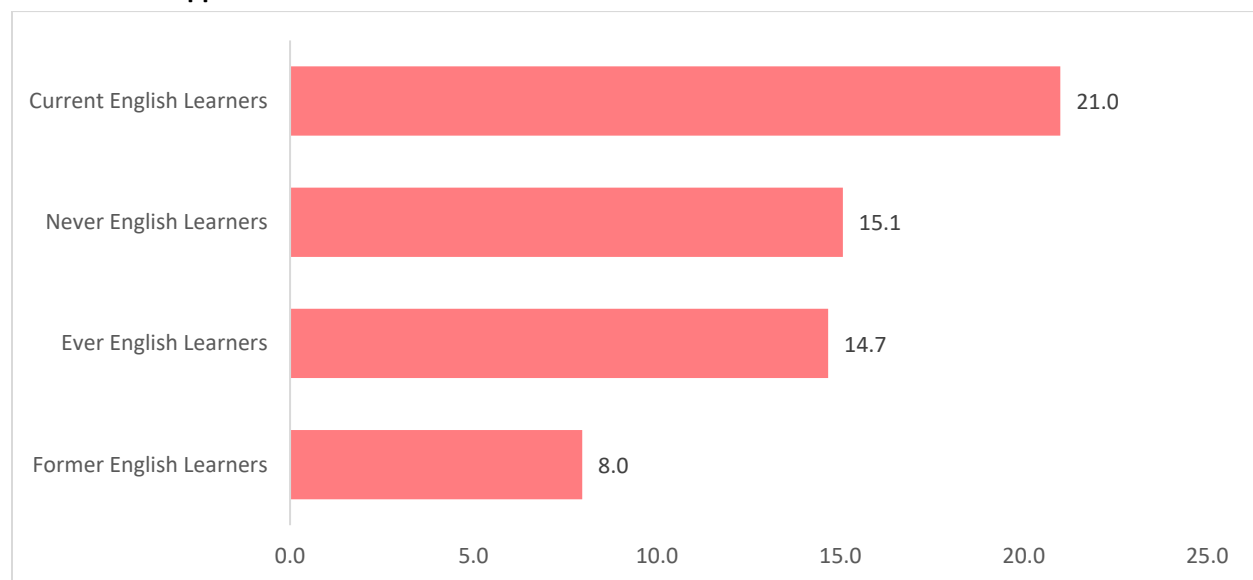


There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007).

### **Ever English learners and never English learners received special education services and supports at about the same rate.**

As figure 11 illustrates, a far higher rate of current English learners (21.0 percent) received special education services and supports as compared to former (8.0 percent) and never English learners (15.1 percent). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

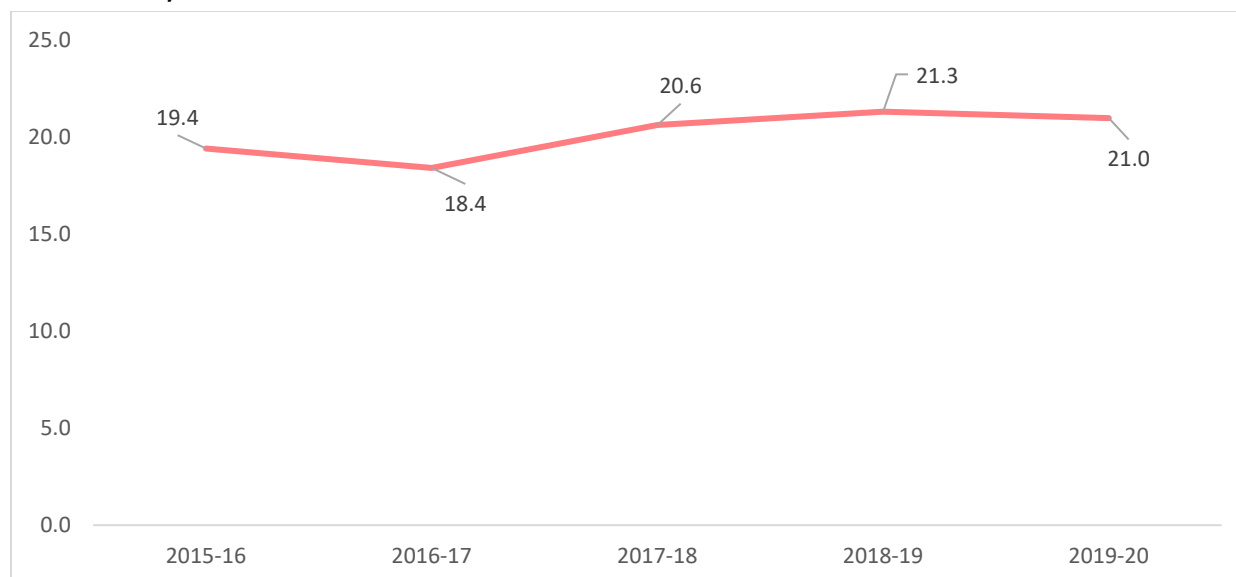
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2019-20.**



### **The percentage of current English learners receiving special education increased in 2019-20.**

In 2019-20, 11,228 current English learners (21.0 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2019-20 represents a very slight decrease from the year before, when 21.3 percent of current English learners received special education services and supports (see figure 12).

**Figure 12. Percentage of current English learners receiving special education services and supports (2015-16 to 2019-20).**



Most dual-identified students in 2019-20 had a specific learning disability (3,725 students) or a speech or language impairment (3,399 students) as their primary disability.<sup>6</sup> Other primary disabilities, in order of frequency in 2019-10, include other health impairments, autism, intellectual disability, emotional disturbance, hearing impairment, orthopedic impairment, visual impairment, and traumatic brain injury.

## Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if their parent or guardian is a migratory worker and they move from one school district to another during the regular school year. Many migrant children live in poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intention of migrant education programs is to ensure that migrant children receive the support that addresses their unique situation.

### **Almost 14 percent of current English learners received services from Migrant Education Programs in 2019-20.**

Across the state in the 2019-20, 7,231 current English learners participated in migrant education programs. That number translates to 13.5 percent of all current English learners. It also means that approximately half (50.5 percent) of the 14,332 students in migrant education programs were current English Learners.<sup>7</sup>

<sup>6</sup> A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

<sup>7</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

Approximately 150 districts received federal funds in the 2019-20 school year to support their migrant education programs. Districts that did not receive federal funding in 2019-20 did not have eligible students enrolled in their schools and programs. Ten districts had more than 200 current English learners participating in their migrant education program in 2019-20 (see table 5).

**Table 5. Districts with over 200 current English learners participating in migrant education programs in 2019-20.**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	813	Nyssa	278
Hillsboro	634	Canby	263
Woodburn	474	Hood River County	230
Medford	398	Beaverton	222
Forest Grove	326	Hermiston	217

## Talented and Gifted

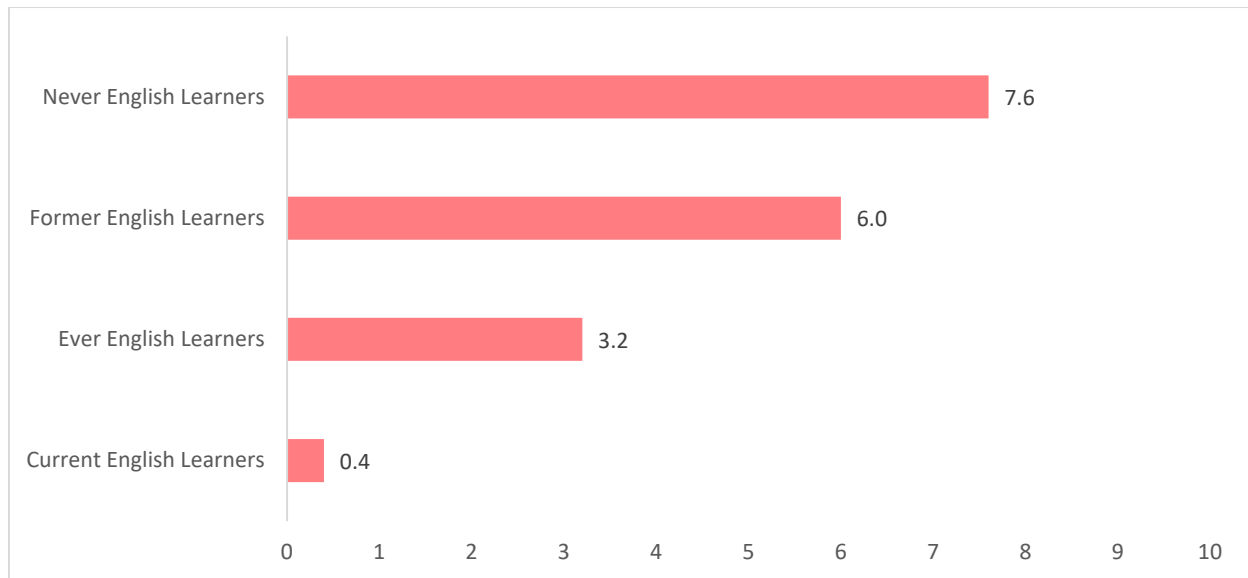
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential.

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

### Current English Learners were rarely eligible for TAG Programs.

According to figure 13, 7.6 percent of never English learners (36,264 students) were eligible for TAG programs in 2019-20. While 6.0 percent of former English learners were eligible (3,035 students) and 3.2 percent of ever English learners were eligible (3,275 students), less than 1 percent of current English learners were eligible for TAG programs in 2019-20 (240 students). Never English learners were 19 times more likely to be eligible than current English learners in 2019-20 ( $7.6 \text{ percent} \div 0.4 \text{ percent} = 19$ ).

**Figure 13. Percentage of current, former, ever, and never English learners who participates in a TAG program in 2019-20.**



## Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

### Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

### Long-term current English learners made up 22.7 percent of all current English learners.

Educators have concerns about the number of current English learners who do not attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2019-20, most current English learners (77.3 percent) were not long-term current English learners; however, this means that 22.7 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009). An important point to consider is the influence of a student's disability on the development of English language proficiency. In 2019-20, 25.4 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years.

### A little more than 20 percent of current English learners receiving special education services and supports developed English language proficiency in five years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

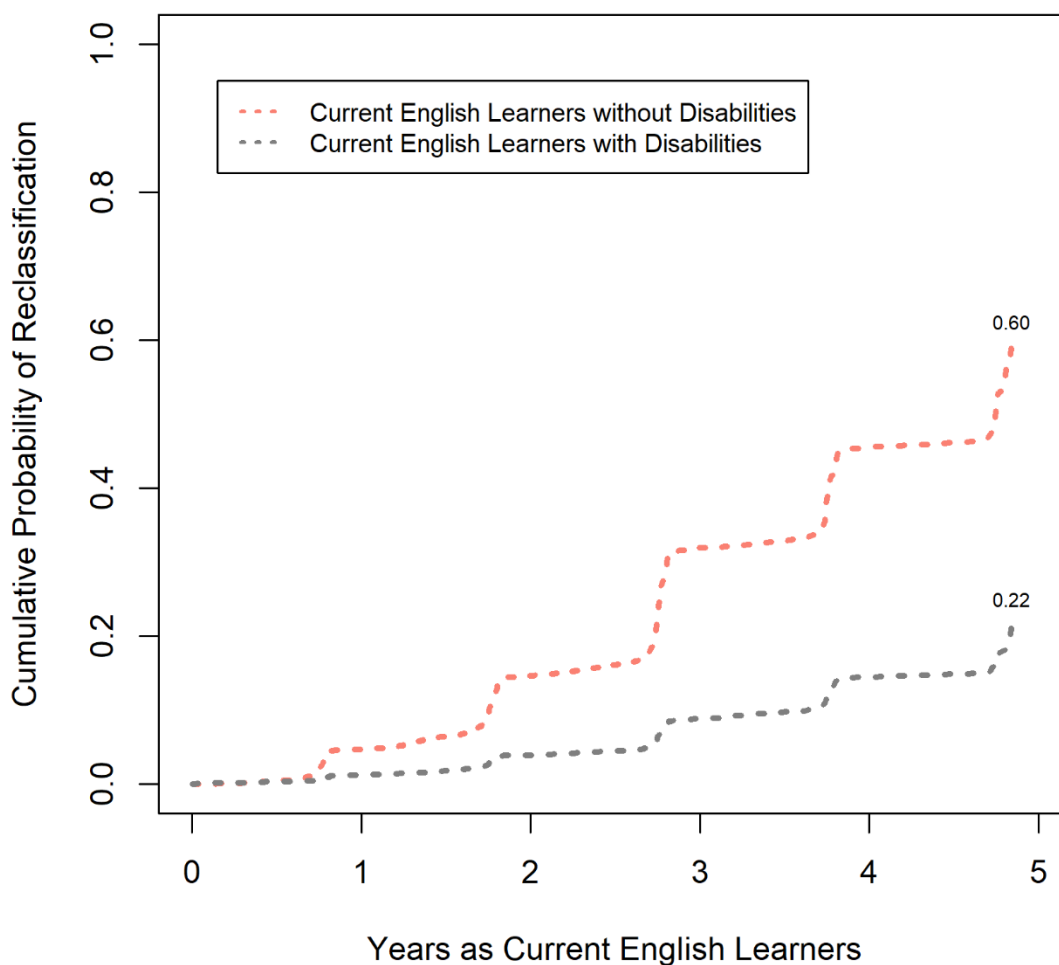
This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2019-20 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2020 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2020).

Figure 14 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after five years is 0.60 (or, after multiplying by 100, 60 percent). That is, 60 percent

of the current English learners without disabilities attained English language proficiency and exited an ELD program after five years. On the other hand, only 22 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after five years.

It is important to note that the reclassification probabilities are underestimates because not all current English learners had an opportunity to take the annual English language proficiency assessment in 2019-20 due to the COVID-19 pandemic. If that opportunity were available, the probability of reclassification would be higher for current English learners with and without disabilities.

**Figure 14. Probability of reclassification for current English learners with and without disabilities after five years (July 1, 2015 to June 30, 2020).**



### Student Academic Outcomes in Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

## Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

### Attendance

Data representing the percentage of current, former, ever, and never English learners who regularly attend school were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

### On-Track to Graduate

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in 9<sup>th</sup> grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

### Four-Year Graduation

The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners.<sup>8</sup>

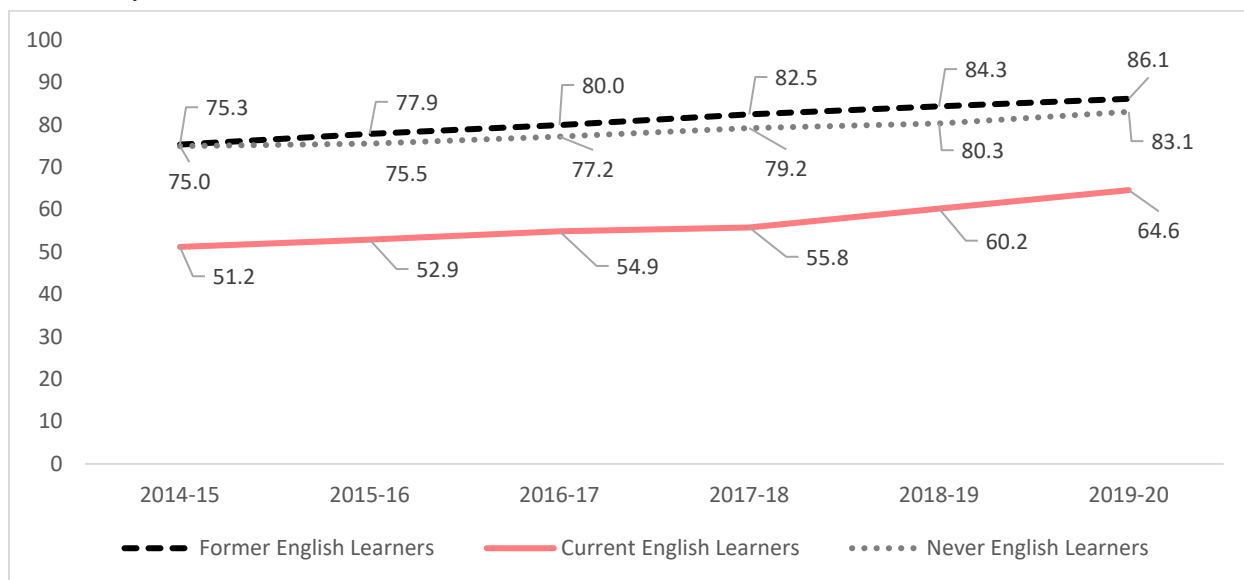
### **Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.**

According to figure 15, former and never English learners graduate in four years at similar rates; however, although similar, the rate for former English learners was higher from 2014-15 to 2019-20. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was substantially higher than the rate for never English learners (84.3 percent vs. 80.3 percent).

<sup>8</sup> For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Current English learners, on the other hand, graduated in four years at substantially lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2014-15 to 2019-20 (an increase of 13.2 percentage points).

**Figure 15. Percentage of current, former, and never English learners graduating within four years (2014-15 to 2019-20).**



## Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- meet all graduation requirements,
- demonstrate reading and writing skills in English (the means for doing this may vary by district), and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section relies on students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>9</sup> who earned the Seal of Biliteracy in 2019-20.

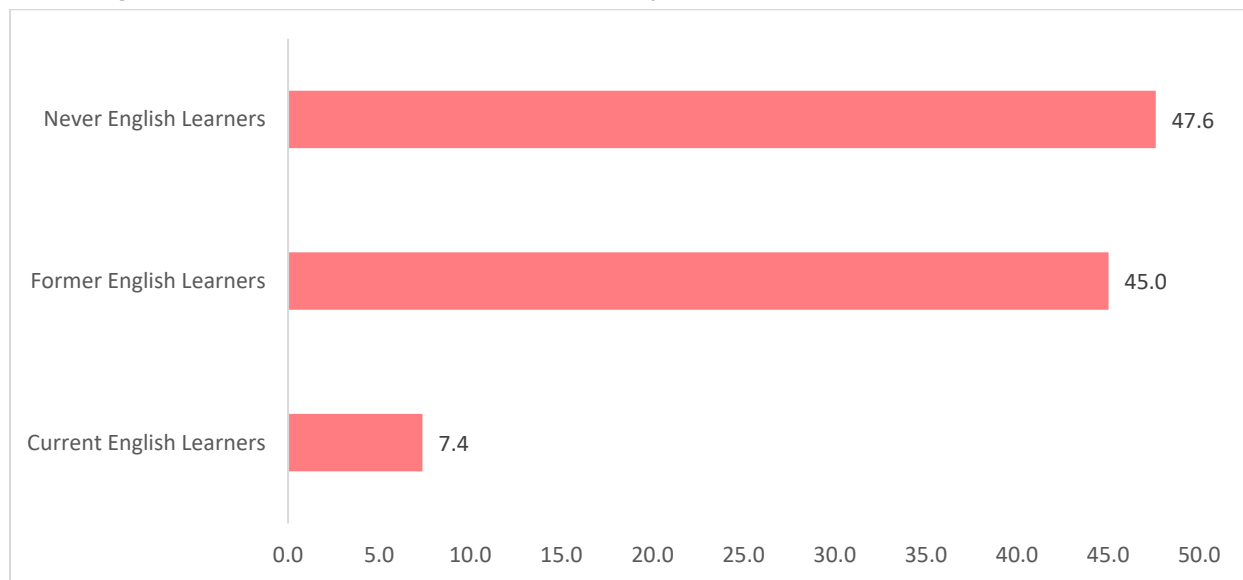
<sup>9</sup> For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.



**In 2019-20, the majority of students who earned the Seal of Biliteracy were never English learners.**

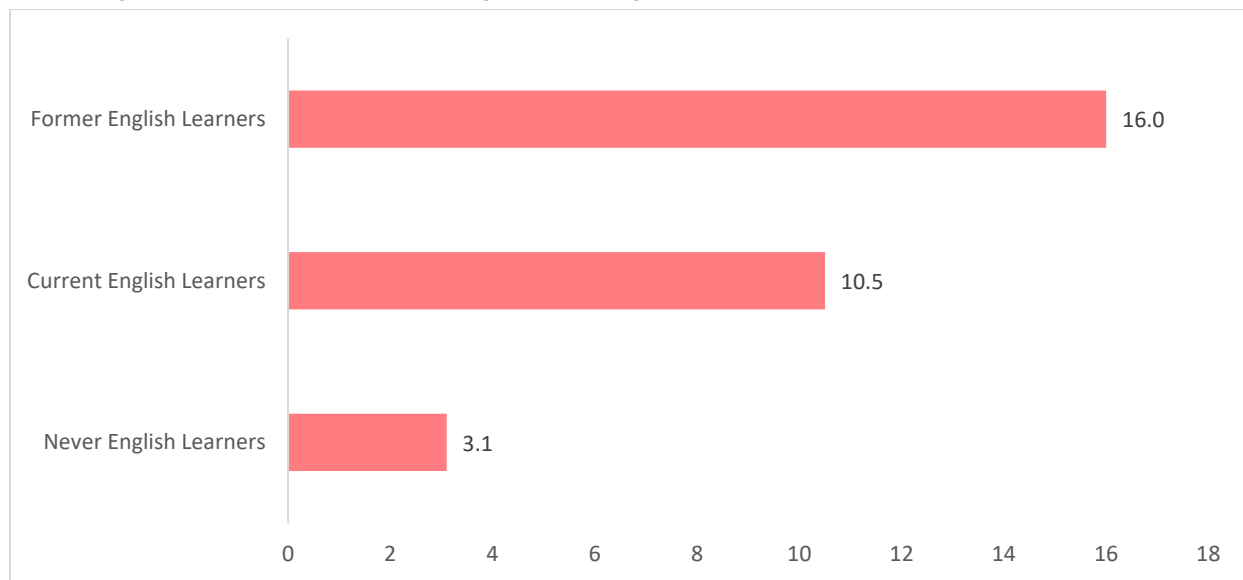
Of the 37,745 students who graduated in 2019-20, 2,006 students (or 5.3 percent) also earned the Seal of Biliteracy. Among those 2,006 students, 47.6 percent were never English learners, 45.0 percent were former English learners, and 7.4 percent were current English learners (see figure 16).

**Figure 16. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among all students who earned the Seal of Biliteracy).**



According to figure 17, among former English learners who graduated in 2019-20, 16.0 percent earned the Seal of Biliteracy. Moreover, 10.5 percent of current English learner graduates earned the Seal of Biliteracy in 2019-20. This means that, among ever English learners who graduated in 2019-20, 26.5 percent also earned the Seal of Biliteracy.

**Figure 17. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among current, former, and never English learner graduates).**



**Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.**

More than three-quarters of students earning the Seal of Biliteracy (81.0 percent) had Spanish as their partner language. The next four partner languages, in order of the number of students, were French, Chinese, Japanese, and Russian, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Russian, and Chinese were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2019-20 were Spanish, French, and Japanese.

**Eleven districts had 50 or more students earning the Seal of Biliteracy.**

In 2019-20, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 6). Moreover, among Woodburn's students who graduated in 2019-20, 63.8 percent earned the Seal of Biliteracy. Five other districts in 2019-20 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

**Table 6. Districts with 50 or more students earning the Seal of Biliteracy in 2019-20<sup>10</sup>.**

District	Number of Students	District	Number of Students
Portland	380	Corvallis	90
Salem-Keizer	239	West Linn/Wilsonville	76
Beaverton	235	Hillsboro	60
Woodburn	213	Lake Oswego	53
Eugene	105	Hood River	50
North Clackamas	103		

<sup>10</sup> Note that the counts in this table reflect students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2019-20 but were part of the five-year cohort or another cohort.

## Post-Secondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U. S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. However, it is important to be clear that enrollment in a post-secondary institution is not the only meaningful and advantageous post-high school opportunity available to students. Others may include military service, community or religious service, and competitive employment.

The data for this measure uses students who graduated in 2017-18 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners<sup>11</sup> who enrolled in a post-secondary education institution within sixteen months after graduation.

### **Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.**

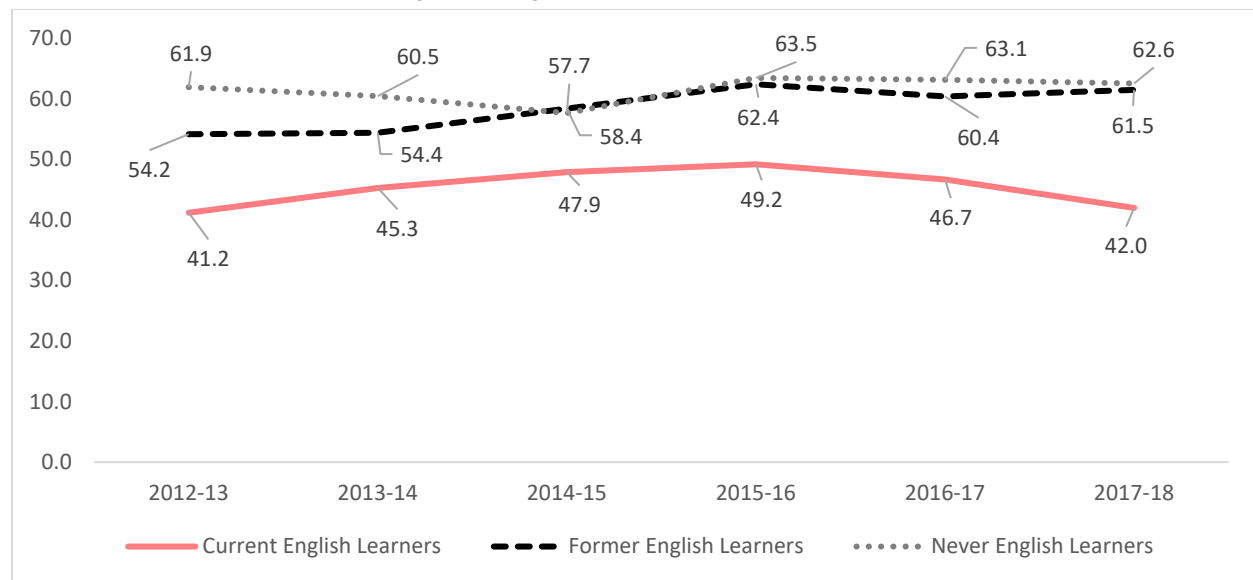
Figure 18 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 61.9 to 62.6 percent from 2012-13 to 2017-18.

The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually increased from 41.2 percent in 2012-13 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2017-18 to levels similar to 2012-13.

The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners increased from a low of 54.2 percent in 2012-13 to a high of 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

<sup>11</sup> For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

**Figure 18. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2012-13 to 2017-18<sup>12</sup>).**



## Section 5: Instructional Programming for Current English Learners

State and federal law requires districts and schools to provide English language instruction, supports, and services to current English learners that ensures they have access to comprehensible content area learning even while they are learning English. They may accomplish this using one of five program models (see box 1.).

### Box 1. Program Models for ELs

**Newcomer programs** are for newly arrived immigrant students and are designed to meet their academic, linguistic and transitional needs on a short-term basis (usually not longer than about two years). Students move from newcomer to other program models when this period of time is complete.

**Two-way immersion programs** (sometimes called “dual language immersion programs”) aim to develop full bilingualism and biliteracy in English and a partner language. These programs enroll both native English speakers and native speakers of the partner language.

**Bilingual programs** develop skills in both students’ primary language and in English. Some bilingual programs, known as “transitional bilingual, aim to transition ELs into English-only instruction, most often by mid- to late elementary school. Other programs, known as “developmental bilingual,” continue through elementary school or beyond and, like two-way

<sup>12</sup> The year (e.g., 2012-13) represents the school year in which students graduated from high school.

*immersion programs, have the goal of developing full bilingualism and biliteracy. Both types of bilingual programs serve only ELs, not native English speakers.*

*Sheltered instruction programs provide instruction in English only, but use specialized techniques to accommodate the linguistic needs of ELs. Some sheltered instruction classes are only for ELs, while others may include a mix of ELs, former ELs, and/or never ELs.*

*Source: ESEA Title III Collection Variables, Definitions & Submission Rules*

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The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

### **Most current English learners received English language instruction, supports, and services in sheltered instruction programs.**

In 2019-20, the majority of current English learners (75.2 percent) received English language instruction, supports, and services in sheltered instruction programs. Two-way immersion programs provided services to 13.5 percent of current English learners, and bilingual programs provided services to 5.7 percent of current English learners (nearly all of them elementary students). Newcomer programs were very rare; only 190 current English learners participated in them during the 2019-20 school year (see table 7).

**Table 7. Number of current English learners receiving instruction in different language models in 2019-20.**

<b>Language Model</b>	<b>Elementary Current English Learners</b>	<b>Secondary Current English Learners</b>	<b>K-12 Current English Learners</b>
Sheltered Instruction	25,606	14,642	40,248
Two-Way Immersion	5,817	1,428	7,245
Bilingual <sup>13</sup>	2,954	81	3,035
Newcomer	37	153	190
Not Participating <sup>14</sup>	732	2,038	2,770
Total	35,146	18,342	53,488

<sup>13</sup> This category includes both transitional and developmental bilingual programs. Current data do not allow for accurate counts of the number of students in each type of bilingual program.

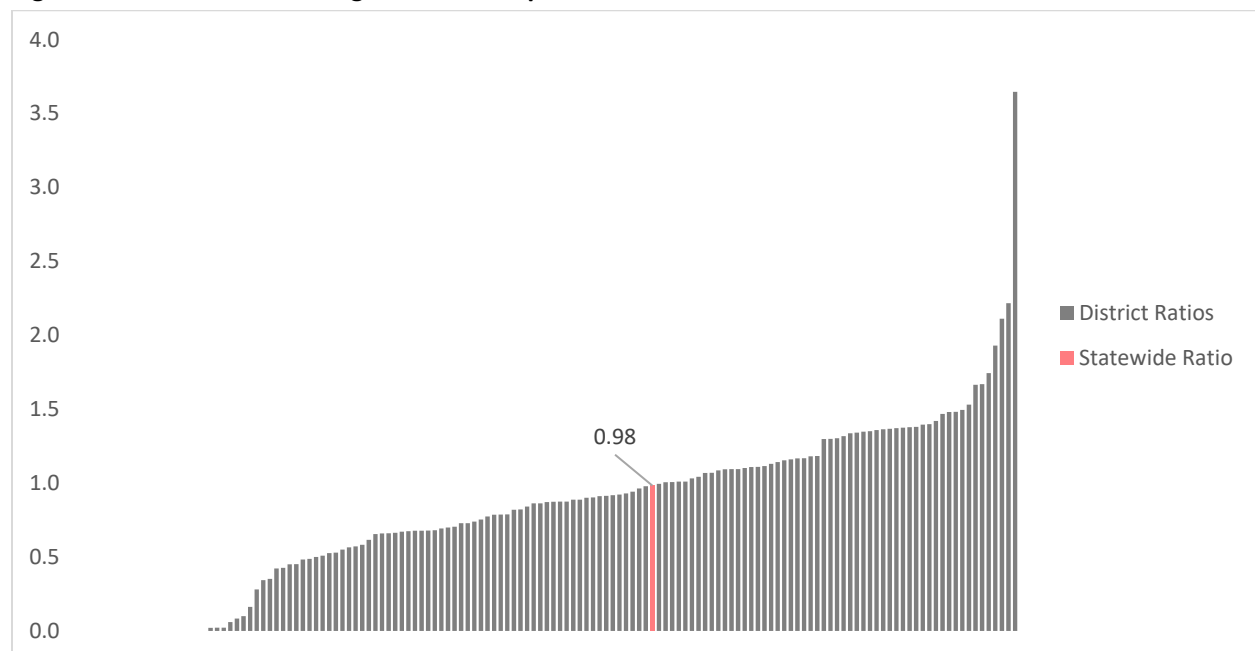
<sup>14</sup> “Not participating” includes current English learners whose parents declined English language instruction, supports, and services on their behalf and/or current English learners who did not participate in the English language proficiency assessment.

## Section 6: State Revenues and Expenditures for Current English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2019-20 was \$8,423.<sup>15</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$8,423$  or \$4,212 per current English learner. Altogether, the state allocated \$208,266,162 for these additional English learner funds in the 2019-20 school year.

Figure 19 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2019-20 was 0.98, meaning that district expenditures on current English learners reflected 98 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 365%), while others spent less (as little as 2%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

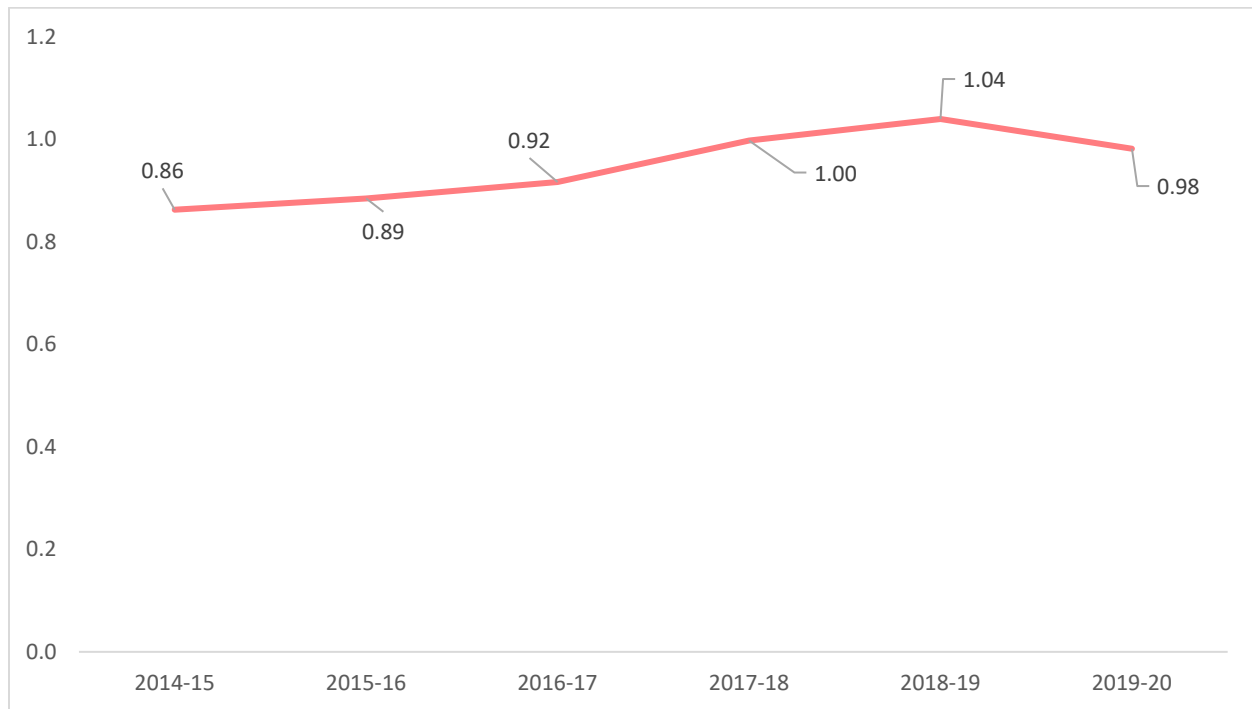
**Figure 19. Ratio of current English learner expenditures to revenues across districts in 2019-20.**



<sup>15</sup> While \$8,423 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

As figure 20 illustrates, the statewide ratio increased steadily from 2014-15 to 2018-19; however, in 2019-20, the ratio decreased below 1.0.

**Figure 20. Ratio of statewide expenditures on current English learners to revenues (2014-15 to 2019-20).**



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).<sup>16</sup>

Current English learner expenditures for 2019-20 totaled \$204,698,012. Districts accounted for approximately 78 percent of the expenditures (\$159,566,770) using Function 1291 and 22 percent of the expenditures (\$45,131,242) using Area of Responsibility 280.

In addition to this state funding, districts with at least 74 current English learners may access federal Title III grants, which in 2019-20 provided an additional \$134.10 per student for supplemental current English learner services<sup>17</sup>. A description of these federal funds is beyond the scope of this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

<sup>16</sup> For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

<sup>17</sup> Districts with fewer than 74 students can join other districts in a consortium to access these grants.

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**Knappa School District #4**  
**Board Meeting Background Information**

☐ Policy  
☐ Financial  
☐ Discussion

☐ Vision & Goals  
☒ Information  
☐ Resolution

**Item Title:**  
**National Archery in the Schools Program**  
**Presenter:**  
**Tammy McMullen**

**Background Information Related to this Issue:**

HLE would like to add National Archery in the Schools Program to their PE program and afterschool activities. Oregon Department of Fish and Wildlife and PACE need board approval to teach archery in the schools for 4th to 12th grade. Currently, HLE has three staff members who will be trained in NASP protocols.

We also will encourage community members to be trained.

**Background (con't)**

**Recommended Action:**

**Approve National Archery in the Schools Program for use during and after school.**

## HOW DOES A SCHOOL JOIN NASP®?

1. **Contact your NASP® Coordinator at:**
  - » [www.naspschools.org/about/coordinators](http://www.naspschools.org/about/coordinators)
2. **Attend & pass an 8-hour Basic Archery Instructor (BAI) certification course**
3. **Purchase a NASP® equipment kit**

## WHAT EQUIPMENT IS NEEDED?

The NASP® equipment kit includes the following APPROVED, wholesale priced, archery gear.

- |  |        |
|--|--------|
| » Bows (standard Genesis)                                      | 12     |
| » Bow Rack (Bow Tree, Shooter Systems, Hold Up Display)        | 1      |
| » Easton Arrows  | 10 dz. |
| » BCY Arrow Curtain  | 1      |
| » Lancaster Archery Maintenance Kit                            | 1      |
| » Morrell, Feradyne,<br>Rinehart, or American Whitetail Target | 5      |

## THANKS TO OUR MEDAL SPONSORS!

Academy Sports and Outdoors, American Whitetail, Bass Pro/Cabela's, BCY, EA Promos, Easton Technical Products, Easton Foundations, Feradyne Outdoors, Genesis, Mathew's Archery, Mission, Morrell Targets, NRA, NWTf, Rinehart Targets, RMEF, and Whitetails Unlimited



***National Archery in the Schools Program***

***Win With NASP®!***

***From the beginning, NASP® has:***

- » Taught archery skills to over 18 million students, in 14,000+ schools, in 47 states, 8 provinces, and 11 countries
- » Trained more than 80,000 educators
- » Engaged both boys and girls equally
- » Served students between grades 4-12.
- » Caused NASP® students to work harder in the classroom
- » Caused NASP® students to feel more connected to their school
- » Awarded nearly \$2,000,000 in CASH scholarships

***Are You on Target?***



**NASP® has made significant impacts in education, archery, and conservation! \***



## Educational Impacts

- » **40%** Work Harder in the Classroom
- » **58%** Feel More Connected to Their School
- » **39%** Want to Join a NASP® Alumni Organization
- » **50:50** Male to Female Participation



## Archery Impacts

- » **47%** Were First-Time Archers
- » **19%** Followed Their Siblings into NASP®
- » **18%** Introduced Family Members to Archery



## Conservation Impacts

(Have Participated / Want to Participate but haven't yet)

- » **39/34%** Bought a Non-NASP® Bow
- » **14/28%** Bullseye archery other than NASP®
- » **17/32%** 3-D Archery Competition
- » **17/33%** Bowhunt
- » **8/37%** Bowfish
- » **19/29%** Small Game Hunt
- » **19/26%** Big Game Hunt with Firearm
- » **43/15%** Fish with a Rod and a Reel
- » **24/27%** Take Hunter Education Course
- » **66/25%** Other Outdoor Activities

\* Data taken from the **2017 NASP® Student Survey** (6,715 Responses; +/- 2%)



**Knappa School District #4**  
**Board Meeting Background Information**

☐ Policy  
☒ Financial  
☐ Discussion

☐ Vision & Goals  
☐ Information  
☐ Resolution

☒ Instruction

**Item Title:** Independent Adoption of Curriculum Materials: Florida Virtual

**Presenter:** Dr. Bill Fritz, Superintendent

**Background Information Related to this Issue:**

Last year, Knappa School District launched the Knappa Virtual Academy (KVA) as one means of serving our community's learners during the COVID-19 pandemic. KVA was a fully online program taught by Knappa teachers using the Florida Virtual curriculum materials and online platform. Florida Virtual was one of the first online providers, starting back in 1997. The program is run as a not-for-profit company based in Florida.

For the upcoming school year (2021-22), the Department of Oregon is requiring that school districts resume adoption processes as part of Division 22 Requirements for all curricula used by districts, including online learning (there was a hiatus during the 2020-21 school year).

The State of Oregon maintains a list of state adopted materials from which districts can choose for each subject area. The adopted materials substantially align with the state standards for each respective subject area. Districts may also conduct an "independent adoption" process, whereby they screen the materials locally to ensure that they are aligned with the standards, and that they meet several other state criteria.

Knappa plans to continue its online KVA program for 2021-22 and due to the successful implementation of the Florida Virtual curriculum last year would like to continue with the program. NWRES D has partnered with multiple professional educators and curriculum associates in its ORVED network this summer to review the standard alignment for each subject area.

The state required independent adoption information and review checklists are attached, and Florida Virtual meets the Oregon State Requirements for independent adoption.

**Background (con't)**

Knappa School District's Policy IIA calls for all adopted curricula to meet the following criteria:

1. Display fairness in their portrayal of people;
2. Contain appropriate readability levels;
3. Show consistency with the district's adopted curriculum content;
4. Provide for ease of teacher use;
5. Are attractive and durable;
6. Can be purchased at reasonable cost; and
7. Do not discriminate on the basis of race, national origin, religion, sex, sexual orientation, age, disability or marital status.

All of these criteria were considered as part of the review process and the materials are suitable for adoption.

**Financial Impact:**

The cost of the Florida Virtual program is \$205 / student due to bulk purchasing of a license via NWRESA. The overall cost of purchase should be under \$5000 for the 2021-22 school year, and this cost was included as part of the budget for the school year.

**Recommended Action:**

It is the recommendation of the Superintendent that the School Board adopt the Florida Virtual Curriculum for the online learning program in the Knappa School District.

# Independent Materials Adoption

## Chapter 581 - Division 22

581-022-2350

### Introduction and Purpose

Independent Adoptions of Instructional Materials - statements for Florida Global and Florida Virtual Schools

\*There is no need to alert ODE of your independent adoption

\*This process is required every six (6) years for adoptions outside of the approved list for Oregon

\*The following information goes to your school board to be approved

\*If Florida Global is **supplementing** your core curriculum, an independent adoption is not necessary.

### Statements

**(1) The subject, category, and grade level(s) in which the instructional materials will be used**

Subject areas covered:

English Language Arts  
Mathematics  
Career and Technical Education  
World Languages  
Health  
Physical Education  
Social Sciences  
Science

**(2) The title of the instructional materials**

Florida Virtual Global



### **(3) The publisher of the instructional materials**

Florida Virtual Schools

### **(4) The copyright date of the instructional materials**

There is an ongoing cycle of materials examination, gaps analysis, and improvement. All materials from Florida Global are digital.

### **(5) The date on which the district intends to install the instructional materials for use in the school system**

This date will be specific to your school district. Oregon Department of Education states that all materials must be in place each September. This process of taking information to your school board about materials should occur every 6 years.

### **(6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office.**

Courses are aligned to Oregon state standards including and because of supplemental materials. All courses are reviewed and meet standards according to the criteria checklists maintained by the Oregon Department of Education.

Teachers' content area expertise is extraordinary. They are knowledgeable in supplementing and supplanting unbalanced and incomplete sets of materials. They frequently mitigate equity and diversity issues as well as within content.

Scored Criteria checklists:

[Mathematics](#)

[Social Sciences](#) (all courses in one spreadsheet)

[English 1/2](#)

[English 3/4](#)

[Science](#)

[Health and Physical Education](#)

[World Languages 1/2](#)

[World Languages 3/4](#)

### **(7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.**

To meet the needs of exceptional learners, K12 virtual education courses are accessible meaning all students can physically access the information and learning resources. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that maximize the use of their learning strengths. Teachers are well experienced in and continue learning about modifications to help all learners effectively consume information presented in online courses.

A free and appropriate education is provided in accordance with students' Individualized Education Programs (IEPs), as required by the and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq; 34 CFR section 300), and 504 plans as required by the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq; 34 CFR Section 104) and the most recent, Americans with Disabilities Amendment Act (ADAA). The Web Content Accessibility Guidelines 2.0 Level A and AA (WCAG 2.0 A & AA) are employed to assess curricula. We strive to make sure our curricula, communication, and resources are accessible. Our use of a variety of methods, including flexible formatting help us meet the accessible educational media needs of our users in accordance with the National Instructional Media Standard (NIMAS).

Students enrolled in district virtual instruction programs served by K12 Florida LLC are provided with accessibility to all coursework in accordance with their Individualized Education Programs through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support. K12 curriculum is designed using the concept of Universal Design for Learning (UDL) and provides students with:

- multiple means of representation so that learners have various options for acquiring information
- multiple means of expression so that learners have alternative ways to show that learning has occurred
- multiple means of engagement to increase motivation and tap into students' interests

## 2020 ELA Adoption Criteria

### ENGLISH 1

Criterion	Metric	9-12 Look Fors	Yes/No	Notes
NN1 High-quality text	NN1A	<ul style="list-style-type: none"> <li>● Materials include evidence of quantitative and qualitative measures of anchor texts' complexity.</li> </ul>	Yes	
	NN1B	<ul style="list-style-type: none"> <li>● Anchor text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax.</li> <li>● Materials include a variety of narrative and informational texts.</li> <li>● Materials minimize content that is unrelated to standards.</li> </ul>	Yes   Yes   Yes	
NN2 Evidence-Based Discussion and Writing	NN2A	<ul style="list-style-type: none"> <li>● Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>● Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	Yes   Yes	
	NN2B	<ul style="list-style-type: none"> <li>● Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>● Speaking prompts require students to marshal evidence from texts when speaking.</li> </ul>	Yes   Somewhat	There is one presentation assignment in the course: 5.11. Students present their researched argument to a parent

		<ul style="list-style-type: none"> <li>● Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> </ul>	Somewhat	<p>or record it for the teacher. DBAs (6-8 throughout the year) provide the opportunity for this as well. But there aren't "speaking prompts" per se within the lessons themselves.</p> <p>The language used in the metric is "frequent opportunities"; there are two collaboration assignments within the course that provide students the opportunity to have discussions (including evidence and research) with other students. I do not require these due to the nature of ORVED's rolling enrollment policy. Students are working at different paces and there are times when only one student is in a given course. I encourage students to do a modified version of these assignments by partnering up with a parent or friend; most of the time I end up excusing students from this assignment. I do think it's important but not very feasible.</p>
		<ul style="list-style-type: none"> <li>● Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.</li> </ul>	Yes and No	<p>The course has plenty of opportunities for students to cite the text, analyze, and apply critical thinking through writing. However, these are not "written discussion" necessarily. The facilitated oral discussion happens in conversations</p>

				with the instructor during DBAs, which is once per module.
NN3 Building Knowledge	NN3A	<ul style="list-style-type: none"> <li>● Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	Yes	
	NN3B	<ul style="list-style-type: none"> <li>● Materials provide ample opportunity for students to engage in a variety of reading, assigned, self-chosen, or outside reading.</li> </ul>	Yes	Outside reading is neither encouraged nor discouraged. It is just not mentioned to my knowledge.
		<ul style="list-style-type: none"> <li>● Materials include additional topic-related readings connected to the anchor text.</li> <li>● Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	Partial Yes	

NN4A-4D Does Not Apply

Criterion	Metric	9-12 Look Fors	Yes/No	Notes
AC1 Range and Quality of Texts	AC1A	<ul style="list-style-type: none"> <li>● Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	Yes	
	AC1B	<ul style="list-style-type: none"> <li>● Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and relevant by representing:</li> </ul>		I don't think the materials specifically "provide guidance for teachers" in this area.
		<ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> </ul>	Yes  No	

		<ul style="list-style-type: none"> <li>○ different learning styles</li> <li>○ a range of interests.</li> <li>● Connect to social studies, science and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
	AC1C	<ul style="list-style-type: none"> <li>● Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	Yes	

Criterion	Metric	9-12 Look Fors	Yes/No	Notes
AC2 Questions, Tasks, and Assignments	AC2A	<ul style="list-style-type: none"> <li>● Texts build background knowledge, vocabulary, language structures, and verbal reasoning.</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>● Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul>	Yes	

	AC2B	<ul style="list-style-type: none"> <li>● Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>● Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports.</li> <li>● Materials provide vocabulary and language supports.</li> </ul>	Yes	
			Yes	
			Yes	
	AC2C	<ul style="list-style-type: none"> <li>● Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	Somewhat	There are ample practice activities, questions, and prompts throughout the lessons that provide opportunities for students to hone their analytical skills and cite the text. The course is interactive in that way. But it's not necessarily "facilitated written and oral discussion" in the traditional sense. To a degree, this opportunity is provided during the DBAs.
	AC2D	<ul style="list-style-type: none"> <li>● Includes text that serves as the basis for communication, including speaking, listening, and writing.</li> </ul>	Partial Yes	Text does serve as the basis for communication, but there are few speaking and listening components due to the online, asynchronous nature of the course. Assignment 5.11, DBAs, and Collaboration assignments are the exception.

		<ul style="list-style-type: none"> <li>● Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	Partial Yes	Frequency of oral discussion opportunities would be 3-4 times per semester during DBAs. Writing opportunities are frequent and varied, but they are assignments and assessments rather than discussions.
	AC2E	<ul style="list-style-type: none"> <li>● Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>● Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>● Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	Yes  Yes  Yes	Emphasis on writing.  Yes to multiple opportunities and formats within each unit (just not debate and there is only one oral presentation 5.11).
	AC2F	<ul style="list-style-type: none"> <li>● Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	Yes and No	There aren't many specific lessons on conventions; however, I do provide feedback and corrections on conventions errors in students' writing that is submitted.
	AC2G	Does Not Apply		

Criterion	Metric	9-12 Look Fors	Yes/No	Notes
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AC4 Access to Standards for All Students	AC4A	<ul style="list-style-type: none"> <li>● Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.</li> </ul>	Partial Yes	<p>Scaffolding = Yes</p> <p>Extensions = Honors modules</p> <p>Interventions and Supports = Not that I am aware of. I have modified certain assignments for students with special needs in the past. But additional help is not embedded within the course itself.</p>
	AC4B	<ul style="list-style-type: none"> <li>● Materials should contain various levels of scaffolding to allow all students access to core instruction.</li> <li>● Materials provide direct access to equitable resources through various levels of technology, including things such as, <ul style="list-style-type: none"> <li>○ speech to text</li> <li>○ text to speech</li> <li>○ audio books</li> <li>○ digital copies</li> <li>○ available in various languages.</li> </ul> </li> </ul>	<p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>Maybe</p> <p>No</p>	<p>Lesson concepts are broken down into more readily accessible components; many writing assessments are conveyed with step-by-step instructions.</p> <p>Materials are all online, so I'm not sure what digital copies would mean here.</p>

		<ul style="list-style-type: none"> <li>● Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>● Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).</li> </ul>	<p>No</p> <p>Yes</p>	<p>A variety of graphic organizers are provided for students to take notes as they process understanding of texts. I would say this is informal writing. Students are prompted to use each module's vocabulary words in their daily lives, through both speaking and writing. Discussions in the form of DBAs are scheduled once per module. Students can also contact the teacher at any time to ask questions and discuss concepts in the course.</p>
	AC4C	<ul style="list-style-type: none"> <li>● Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> </ul>	Somewhat	<p>Students can choose to work through the course at an accelerated pace. There is also the honors option which students can choose to pursue.</p>
	AC4D	<ul style="list-style-type: none"> <li>● Materials include opportunities for whole group, small group, and independent literacy activities.</li> <li>● Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:</li> </ul>	<p>Partial Yes</p> <p>Partial Yes</p>	<p>Just independent literacy activities.</p> <p>I don't know if the rubrics are editable. Rubrics and scoring guides are provided; exemplars are not provided to my knowledge.</p>

		<ul style="list-style-type: none"> <li>○ planning instruction</li> <li>○ providing ongoing feedback to students</li> <li>○ sharing to guardian/parents</li> <li>○ sharing to classrooms, schools/districts.</li> <li>● Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<p>N/A</p> <p>Yes</p> <p>Unsure</p> <p>Unsure</p> <p>Yes</p>	<p>Students receive instruction from the course itself.</p> <p>I could copy and paste a rubric and send to a parent if requested.</p> <p>Same as above.</p> <p>I give detailed feedback on the majority of student assessments. Retries are allowed.</p>
	AC4E	<ul style="list-style-type: none"> <li>• Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations.</li> <li>• Student assessment is aligned with Oregon’s adopted state content standards and established grade-level outcomes, across the full depth, breadth, and complexity.</li> <li>• Materials provide online assessments that are aligned and have large item banks.</li> <li>• Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

	<ul style="list-style-type: none"> <li>• Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.</li> </ul>	Yes	
	<ul style="list-style-type: none"> <li>• Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> </ul>	Yes	
	<ul style="list-style-type: none"> <li>• Provides teachers with a range of data to inform instruction that can interface with multiple electronic gradebook and/or classroom management platforms.</li> </ul>	Unsure	I've never tried to interface with other platforms, except for entering the final grade in Genius.
	<ul style="list-style-type: none"> <li>• Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> </ul>	Somewhat	I've added a "Note from Teacher" page regarding the collaboration assignment, but I don't know how to revise or edit the course beyond that. I do print rubrics and texts from the course.
	<ul style="list-style-type: none"> <li>• Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> </ul>	No	This is not explicitly provided in the course.
	<ul style="list-style-type: none"> <li>• Uses varied task models (selected, constructed, project-based, extended response, and performance</li> </ul>	Yes	Not sure how three-dimensional learning connects to ELA.

		tasks) of instruction embedded pre-, formative, summative, peer, and self-assessment measures of three-dimensional learning.		
		<ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	Maybe	There are interactive practice activities built into many of the lessons, which could serve as a sort of student-graded exit ticket.

Criterion	Metric	9-12 Look Fors	Yes/No	Notes
AC5 Cultural Representation	AC5A	<ul style="list-style-type: none"> <li>● Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>● Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.</li> </ul>	Unsure	I would need training on this to be able to identify this language.
		<ul style="list-style-type: none"> <li>○ Language includes all protected classes and currently and historically underserved populations.</li> </ul>	Unsure	One anchor text is MLK Jr's "Letter from Birmingham Jail"; another anchor text is about a boy from

		<ul style="list-style-type: none"> <li>○ Materials provide opportunities to see diverse cultures in significant roles.</li> <li>● Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>● Materials provide a social-emotional learning connection.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Malawi who built a windmill. Novel choices represent diverse populations. I can't certify that "all" protected classes are actively included in the language of the course.</p>
	AC5B	<ul style="list-style-type: none"> <li>● Materials support learning activities by representing               <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ Various linguistic backgrounds</li> <li>○ a range of interests</li> </ul> </li> <li>● Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.</li> </ul>	<p>Yes</p> <p>No</p> <p>Yes</p> <p>Unsure</p>	<p>I don't know if this is explicitly in the materials. The themes of each unit (Identity, Equality, Opportunity, etc.) would seem to generally support these connections.</p>

		<ul style="list-style-type: none"> <li>● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.</li> <li>● Materials provide evidence-based, high leverage instructional practices.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Somewhat</p> <p>Yes</p>	<p>Materials are not regularly-updated but they are user-friendly. They could be more responsive to current events. I can't speak to the materials being culturally and linguistically responsive. The novel choices in module two represent diverse voices and cultures.</p>
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Criterion	Metric	9-12 Look Fors	Yes/No	Notes
AC6 Accessibility /Usability	AC6A	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> <li>● Key vocabulary highlighted with accessible student-friendly definitions.</li> </ul>	Yes	



		<ul style="list-style-type: none"> <li>● Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>● Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>● Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul>	Yes	
	AC6B	<ul style="list-style-type: none"> <li>● Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> </ul>	Not exactly	There aren't really "teacher materials"; it's just the same course that the student is taking and you read and learn it and print what you need.
		<ul style="list-style-type: none"> <li>● Materials allow for ongoing and embedded professional development provided in various formats (in-person, onsite, online).</li> </ul>	No	I'm not aware of any PD provided in the materials.
		<ul style="list-style-type: none"> <li>● Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> </ul>	Yes	
		<ul style="list-style-type: none"> <li>● Materials lend themselves to being able to apply principles of UDL.</li> </ul>	Yes	

# 2020 ELA Adoption Criteria - Grades K-12

Criterion	Metric	K-2 Look Fors	3-5 Look Fors	6-8 Look Fors	9-12 Look Fors
<b>NN1 High-quality text:</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. <div>Yes</div>	<b>NN 1A:</b> Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade . (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity (primarily read alouds).</li> </ul>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity.</li> </ul> <div>Yes</div>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity.</li> </ul> <div>Yes</div>
	<b>NN 1B:</b> Anchor texts in the materials are of publishable quality and worthy of especially	<ul style="list-style-type: none"> <li>Anchor (or read-aloud) text selections are previously published or of publishable quality and are</li> </ul>	<ul style="list-style-type: none"> <li>Anchor (or read-aloud) text selections are previously published or of publishable quality and are</li> </ul>	<ul style="list-style-type: none"> <li>Anchor text selections are previously published or of publishable quality and are content-rich,</li> </ul>	<ul style="list-style-type: none"> <li>Anchor text selections are previously published or of publishable quality and are content-rich,</li> </ul>

	careful reading; they include a mix of informational texts and literature.	<p>content-rich, possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> </ul>	<p>content-rich, possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> </ul>	<p>possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> </ul> <p><b>Yes</b></p>	<p>possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> </ul> <p><b>Yes</b></p>
<p><b>NN 2 Evidence-Based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p>	<p><b>NN 2A:</b> At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are</p>	<ul style="list-style-type: none"> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<ul style="list-style-type: none"> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<ul style="list-style-type: none"> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<ul style="list-style-type: none"> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>

	text-specific. <b>Yes</b>			<b>Yes</b>	<b>Yes</b>
	<p><b>NN 2B:</b> Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>Materials include opportunities for students to analyze and apply critical thinking through facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>Materials include opportunities for students to analyze and apply critical thinking through facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>Materials include opportunities for students to analyze and apply critical thinking through facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>Materials include opportunities for students to analyze and apply critical thinking through facilitated</li> </ul>

No	No	oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	oral and written discussion, including opportunities to cite the text when making arguments or taking a position. No	oral and written discussion, including opportunities to cite the text when making arguments or taking a position. No
<b>NN 3 Building Knowledge:</b> Materials build knowledge systematically through reading, writing, speaking and listening, and language study.	<b>NN 3A:</b> Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level. Yes	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul> Yes	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul> Yes
	<b>NN 3B:</b> Materials provide instructions,	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to</li> </ul>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to engage in a</li> </ul>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to</li> </ul>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to</li> </ul>

<p>No</p>	<p>clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p> <p>No</p>	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> <li>Materials include additional topic-related readings connected to the anchor text.</li> <li>Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p>variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> <li>Materials include additional topic-related readings connected to the anchor text.</li> <li>Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> <li>Materials include additional topic-related readings connected to the anchor text.</li> <li>Materials include opportunities for whole group, small group, and independent reading.</li> </ul> <p>No</p>	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> <li>Materials include additional topic-related readings connected to the anchor text.</li> <li>Materials include opportunities for whole group, small group, and independent reading.</li> </ul> <p>No</p>
<p><b>Non-Negotiable 4 Foundational Skills:</b> Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter</p>	<p><b>NN Metric 4A:</b> Submissions address grade-level standards for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness,</p>	<ul style="list-style-type: none"> <li>Foundational reading elements required by the Standards for each grade level are all present.</li> <li>Materials develop a progression of foundational reading skills using evidence-based methods.</li> <li>Evidence-based explicit and systematic</li> </ul>	<ul style="list-style-type: none"> <li>Foundational reading elements required by the Standards for each grade level are all present.</li> <li>Materials develop a progression of foundational reading skills using evidence-based methods.</li> <li>Evidence-based explicit and systematic</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>

recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.	vocabulary development, syntax, and reading fluency in an evidence-based and transparent progression in each grade level.	<p>instruction of foundational skills in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development syntax and fluency with opportunities for practice and mastery.</p> <ul style="list-style-type: none"> <li>Materials should include a teaching scope and sequence that show the learning progressions, and that allow for flexibility in meeting the needs of a wide range of students.</li> </ul>	<p>instruction of foundational skills in phonics, word awareness and vocabulary development, syntax and fluency with opportunities for practice and mastery.</p> <ul style="list-style-type: none"> <li>Materials should include a teaching scope and sequence that show the learning progressions, and that allow for flexibility in meeting the needs of a wide range of students.</li> </ul>		
	<b>NN Metric 4B:</b> Submissions include a variety of student reading material and activities that allows for	<ul style="list-style-type: none"> <li>Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for</li> </ul>	<ul style="list-style-type: none"> <li>Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>

	systematic, regular, and frequent practice of all foundational skills.	flexibility in meeting the needs of a wide range of students.	flexibility in meeting the needs of a wide range of students.		
	<b>NN Metric 4C:</b> Submissions provide clear, well-aligned assessment protocols and materials for all foundational skills to guide instruction, remediation, and extension.	<ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> <li>Assess student proficiency using a variety of evidence-based methods.</li> <li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate and/or student skill attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> <li>Assess student proficiency using a variety of evidence-based methods.</li> <li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and/or extend remediate student skill attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>
	<b>NN Metric 4D:</b> Materials guide students to read with purpose and understanding and to make	<ul style="list-style-type: none"> <li>Opportunities for practice and mastery related to foundational skills, intervention, and extension.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for practice and mastery related to foundational skills, intervention, and extension.</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply</li> </ul>



	frequent connections between acquisition of foundational skills and making meaning from reading.				
<b>AC 1 Range and Quality of Texts:</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.  <div>Yes</div>	<b>AC Metric 1A:</b> In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction. <div>Yes</div>	<ul style="list-style-type: none"> <li>Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul> <div>Yes</div>	<ul style="list-style-type: none"> <li>Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul> <div>Yes</div>
	<b>AC Metric 1B:</b> A large majority of texts included in the instructional materials reflect	<ul style="list-style-type: none"> <li>Materials provide guidance for teachers to support authentic and meaningful student-centered</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide guidance for teachers to support authentic and meaningful student-centered</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide guidance for teachers to support authentic and meaningful student-centered</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide guidance for teachers to support authentic and meaningful student-centered</li> </ul>

	<p>the text, characteristics, and genres that are specifically required by the Standards at each grade level.</p> <p><b>Yes</b></p>	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-</li> </ul>	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-</li> </ul>	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-</li> </ul>	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-</li> </ul>
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		based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts. <b>Yes</b>	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts. <b>Yes</b>
	<b>AC Metric 1C:</b> Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards, as well as the Standards regarding range and complexity for reading.	<ul style="list-style-type: none"> <li>Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul> <b>Yes</b>	<ul style="list-style-type: none"> <li>Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul> <b>Yes</b>
<b>AC 2 Questions, Tasks, and</b>	<b>AC Metric 2A:</b> High-quality	<ul style="list-style-type: none"> <li>Anchor texts build background</li> </ul>	<ul style="list-style-type: none"> <li>Anchor texts build background</li> </ul>	<ul style="list-style-type: none"> <li>Texts build background</li> </ul>	<ul style="list-style-type: none"> <li>Texts build background</li> </ul>

<p><b>Assignments:</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> <p><b>Yes</b></p>	<p>sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p> <p><b>Yes</b></p>	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> <li>Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul>	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> <li>Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul>	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> <li>Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul> <p><b>Yes</b></p>	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> <li>Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul> <p><b>Yes</b></p>
	<p><b>AC Metric 2B:</b> Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<ul style="list-style-type: none"> <li>Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation</li> </ul>	<ul style="list-style-type: none"> <li>Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate.</li> <li>Questions and tasks guide students to determine the</li> </ul>	<ul style="list-style-type: none"> <li>Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation</li> </ul>	<ul style="list-style-type: none"> <li>Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation</li> </ul>

	<b>Yes</b>	<p>when appropriate.</p> <ul style="list-style-type: none"> <li>• Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports.</li> <li>• Materials provide vocabulary and language supports.</li> </ul>	<p>meaning of words with vocabulary and language scaffolds and supports.</p> <ul style="list-style-type: none"> <li>• Materials provide vocabulary and language supports.</li> </ul>	<p>when appropriate.</p> <ul style="list-style-type: none"> <li>• Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports.</li> <li>• Materials provide vocabulary and language supports. <b>Yes</b></li> </ul>	<p>when appropriate.</p> <ul style="list-style-type: none"> <li>• Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports.</li> <li>• Materials provide vocabulary and language supports. <b>Yes</b></li> </ul>
	<b>AC Metric 2C:</b> Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion). <b>Yes</b>	<ul style="list-style-type: none"> <li>• Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. <b>Yes</b></li> </ul>
	<b>AC Metric 2D:</b> Materials support	<ul style="list-style-type: none"> <li>• Includes text that serves as the basis for</li> </ul>	<ul style="list-style-type: none"> <li>• Includes text that serves as the basis for</li> </ul>	<ul style="list-style-type: none"> <li>• Includes text that serves as the basis for</li> </ul>	<ul style="list-style-type: none"> <li>• Includes text that serves as the basis for</li> </ul>

	<p>students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p> <p><b>Yes</b></p>	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul> <p><b>Yes</b></p>	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul> <p><b>Yes</b></p>
	<p><b>AC Metric 2E:</b> Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to</li> </ul>

	<b>No</b>	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul> <p><b>No</b></p>	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul> <p><b>No</b></p>
	<p><b>AC Metric 2F:</b> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p> <p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul> <p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul> <p><b>Yes</b></p>

	<p><b>AC Metric 2G:</b> Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a evidence-based and transparent progression to develop proficient readers.</p>	<ul style="list-style-type: none"> <li>Materials develop foundational reading skills systematically, using evidence-based and transparent methods.</li> <li>Multiple opportunities for practice, mastery and review of foundational skills and content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials develop foundational reading skills systematically, using evidence-based and transparent methods.</li> <li>Multiple opportunities for practice, mastery and review of foundational skills and content.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<p><b>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks:</b> Materials build students' knowledge across topics and content areas.</p>	<p><b>AC Metric 3A:</b> Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic. <b>Yes</b></p>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard. <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard. <b>Yes</b></li> </ul>
	<p><b>AC Metric 3B:</b> Materials require</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to</li> </ul>



No	<p>students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p> <p>No</p>	<p>personalize, internalize and curate their learning to promote student agency.</p>	<p>personalize, internalize and curate their learning to promote student agency.</p>	<p>personalize, internalize and curate their learning to promote student agency.</p> <p>No</p>	<p>personalize, internalize and curate their learning to promote student agency.</p> <p>No</p>
	<p><b>AC Metric 3C:</b> Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p> <p>Yes</p>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>Previously taught</li> </ul>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> </ul>

		<ul style="list-style-type: none"> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<p>skills and strategies are intentionally reviewed and practiced in subsequent lessons.</p> <ul style="list-style-type: none"> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<ul style="list-style-type: none"> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul> <p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul> <p><b>Yes</b></p>
<b>AC 4: Access to Standards for All Students:</b> Materials are designed to provide	<b>AC Metric 4A:</b> Teachers and students can reasonably complete the core content	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do</li> </ul>

<p>thoughtful supports/scaffolds to support all students in accessing the standards.</p> <p><b>No</b></p>	<p>within a regular school year to maximize students' learning. <b>Yes</b></p>	<p>not sacrifice ELA content.</p>	<p>not sacrifice ELA content.</p>	<p>not sacrifice ELA content.</p> <p><b>Yes</b></p>	<p>not sacrifice ELA content.</p> <p><b>Yes</b></p>
	<p><b>AC Metric 4B:</b> Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p> <p><b>No</b></p>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction.</li> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages.</li> </ul> </li> <li>Materials facilitate the planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction.</li> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages.</li> </ul> </li> <li>Materials facilitate the planning and implementation of differentiated</li> </ul>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction.</li> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages.</li> </ul> </li> <li>Materials facilitate the planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction.</li> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages.</li> </ul> </li> <li>Materials facilitate the planning and implementation</li> </ul>

		<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).</li> </ul>	<p>instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).</li> </ul>	<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).</li> </ul> <p>No</p>	<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).</li> </ul> <p>No</p>
	<p><b>AC Metric 4C:</b> Materials regularly include extensions and/or more advanced opportunities for students who read,</p>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing</li> </ul>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration, intensification.</li> </ul>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> </ul>

	<p>write, speak, or listen above grade level.</p> <p><b>Yes</b></p>	<p>acceleration, intensification.</p>		<b>Yes</b>	<b>Yes</b>
	<p><b>AC Metric 4D:</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<ul style="list-style-type: none"> <li>Materials include opportunities for whole group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/p arents</li> <li>sharing to classrooms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities for whole group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/p arents</li> <li>sharing to classrooms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities for whole group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/p arents</li> <li>sharing to classrooms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities for whole group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/p arents</li> <li>sharing to classrooms</li> </ul> </li> </ul>

		<p>schools/districts.</p> <ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<p>schools/districts.</p> <ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<p>schools/districts.</p> <ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul> <p>No</p>	<p>schools/districts.</p> <ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul> <p>No</p>
	<p><b>AC Metric 4E:</b> Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting</p>	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations.</li> <li>Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full</li> </ul>	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations.</li> <li>Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full</li> </ul>	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations.</li> <li>Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full</li> </ul>	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations.</li> <li>Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full</li> </ul>

	<p>scaffolds for students to measure their independent abilities.</p> <p><b>Yes</b></p>	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> <li>Materials provide online assessments that are aligned and have large item banks.</li> <li>Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress</li> </ul>	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> <li>Materials provide online assessments that are aligned and have large item banks.</li> <li>Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress</li> </ul>	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> <li>Materials provide online assessments that are aligned and have large item banks.</li> <li>Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress</li> </ul>	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> <li>Materials provide online assessments that are aligned and have large item banks.</li> <li>Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress</li> </ul>
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		<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> <li>Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political</li> </ul>	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> <li>Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political</li> </ul>	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> <li>Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>Materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political</li> </ul>	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> <li>Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>Provides teachers with a range of data to inform instruction that can interface with multiple electronic gradebook and/or classroom management platforms.</li> <li>Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source</li> </ul>
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		<p>cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> <li>Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative,</li> </ul>	<p>cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> <li>Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative,</li> </ul>	<p>cartoons, graphs, maps, test bank).</p> <ul style="list-style-type: none"> <li>Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer,</li> </ul>	<p>documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> <li>Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of</li> </ul>
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		<p>summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	<p>summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	<p>and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices for both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul> <p><b>Yes</b></p>	<p>instruction embedded pre-, formative, summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul> <p><b>Yes</b></p>
<b>AC5: Cultural Representation:</b>	<b>AC5A:</b> Texts included in the	<ul style="list-style-type: none"> <li>• Students are able to see themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to see themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to see themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to see themselves</li> </ul>

Materials are designed to be place-based, culturally and linguistically responsive and engaging for all students.	<p>instructional materials are place-based, culturally and linguistically responsive and relevant.</p> <p><b>No</b></p>	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> <li>• Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> <li>○ Language includes all protected classes and currently and historically underserved populations.</li> <li>○ Materials provide opportunities to see diverse cultures in significant roles.</li> </ul> </li> </ul>	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> <li>• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> <li>○ Language includes all protected classes and currently and historically underserved populations.</li> <li>○ Materials provide opportunities to see diverse cultures in significant roles.</li> </ul> </li> </ul>	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> <li>• Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> <li>○ Language includes all protected classes and currently and historically underserved populations.</li> <li>○ Materials provide opportunities to see diverse cultures in significant roles.</li> </ul> </li> </ul>	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> <li>• Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> <li>○ Language includes all protected classes and currently and historically underserved populations.</li> <li>○ Materials provide opportunities to see diverse cultures in significant roles.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>Materials provide a social-emotional learning connection.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>Materials provide a social-emotional learning connection.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>Materials provide a social-emotional learning connection.</li> </ul> <p><b>No</b></p>	<ul style="list-style-type: none"> <li>Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>Materials provide a social-emotional learning connection.</li> </ul> <p><b>No</b></p>
	<p><b>AC5B:</b> Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.</p> <p><b>No</b></p>	<ul style="list-style-type: none"> <li>Materials support learning activities by representing <ul style="list-style-type: none"> <li>diverse cultures with significant roles</li> <li>various linguistic backgrounds</li> <li>a range of interests.</li> </ul> </li> <li>Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Materials support learning activities by representing <ul style="list-style-type: none"> <li>diverse cultures with significant roles</li> <li>various linguistic backgrounds</li> <li>a range of interests.</li> </ul> </li> <li>Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Materials support learning activities by representing <ul style="list-style-type: none"> <li>diverse cultures with significant roles</li> <li>various linguistic backgrounds</li> <li>a range of interests</li> </ul> </li> <li>Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Materials support learning activities by representing <ul style="list-style-type: none"> <li>diverse cultures with significant roles</li> <li>Various linguistic backgrounds</li> <li>a range of interests</li> </ul> </li> <li>Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.</li> </ul>

		<ul style="list-style-type: none"> <li>● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.</li> </ul>
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		<ul style="list-style-type: none"> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide evidence-based, high leverage instructional practices. <b>No</b></li> </ul>	<ul style="list-style-type: none"> <li>Materials provide evidence-based, high leverage instructional practices. <b>No</b></li> </ul>
<p><b>AC 6: Accessibility/Usability:</b> Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p> <p><b>Yes</b></p>	<p><b>AC6A:</b> Materials provide technological supports.</p> <p><b>Yes</b></p>	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible student-friendly definitions.</li> <li>Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to</li> </ul>	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible student-friendly definitions.</li> <li>Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to</li> </ul>	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible student-friendly definitions.</li> <li>Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to</li> </ul>	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible student-friendly definitions.</li> <li>Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to</li> </ul>

		extend and enhance learning.	extend and enhance learning.	extend and enhance learning. <b>Yes</b>	extend and enhance learning. <b>Yes</b>
	<b>AC6B:</b> Materials maximize teacher usability.  <b>Yes</b>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online).</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that</li> </ul>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online).</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that</li> </ul>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online).</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that</li> </ul>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online).</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that</li> </ul>

		<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none"> <li>● Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none"> <li>● Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none"> <li>● Materials lend themselves to being able to apply principles of UDL. <b>Yes</b></li> </ul>	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none"> <li>● Materials lend themselves to being able to apply principles of UDL. <b>Yes</b></li> </ul>
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# Level 3-4 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 3-4	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
The instructional materials align with the <b>concepts</b> of the World Language <b>standards and proficiency expectations</b> .	The instructional materials support <b>instruction and learning</b> for all students.	The instructional materials support <b>monitoring student progress</b> .
<p><b>Communication</b></p> <p>1. Materials provide learners with strategies to help them become proficient listeners, speakers, readers, and writers of the target language. <b>YES</b></p> <p>2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical. <b>YES</b></p> <p>3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable. <b>YES</b></p> <p>4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive. <b>YES</b></p> <p>5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles. <b>YES</b></p>	<p><b>Student Engagement</b></p> <p>1. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences. <b>YES</b></p> <p>2. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning. <b>YES</b></p> <p>3. Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves. <b>YES</b></p> <p>4. Materials provide guidance for teachers to support culturally responsive/relevant learning activities that address: <b>YES</b></p> <ul style="list-style-type: none"> <li>• Diverse cultures with</li> </ul>	<p><b>Assessment &amp; Measuring Progress</b></p> <p>1. Student assessment is aligned with Oregon's adopted state content standards and established proficiency level outcomes, across the full depth, breadth and complexity. <b>YES</b></p> <p>2. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for: <b>YES</b></p> <ul style="list-style-type: none"> <li>• Planning/instruction</li> <li>• Providing ongoing feedback to students</li> <li>• Sharing to guardian/parents</li> <li>• Sharing to classrooms, schools/districts</li> </ul> <p>3. Materials use a balanced approach to assessment (formative, summative, peer, self,</p>

6. There is a balance between listening, speaking, reading, and writing across the <b>YES</b>	various linguistic backgrounds <b>YES</b> <ul style="list-style-type: none"> <li>• Different learning styles and a range of interests<b>YES</b></li> </ul>	etc.) that measure student progress toward proficiency outcomes. <b>YES</b>
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## Level 3-4 Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 3-4</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
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<p>three modes. (Interpretive/Interpersonal/Presentational).</p> <p>7. There is ample text and audio comprehensible input about relevant and engaging themes and a variety of meaningful activities that provide opportunities for individual, paired and cooperative learning activities. <b>YES</b></p> <p>8. Activities are appropriate for age level and proficiency level. <b>YES</b></p> <p>9. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom. <b>YES</b></p> <p>10. Materials require students to do more than rote memorization and recall. <b>YES</b></p> <p><b>Culture</b></p> <p>1. There is a wide variety of authentic, culturally sensitive, and non-stereotypical current visual images of the target culture(s). <b>YES</b></p> <p>2. There is a broad and diverse representation of countries presented. If the target language is spoken in one country, regional cultural differences in dialect and idiom are represented. <b>YES</b></p>	<ul style="list-style-type: none"> <li>• Students with special needs</li> </ul> <p><b>Differentiated Instruction</b></p> <p>1. Materials facilitate the planning and implementation of differentiated instruction addressing the needs of identified students. (Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED), and Alternative Education students.) <b>NO</b> <b>but I do modify as per any IEP I receive from a district</b></p> <p>2. Materials provide varied Depth of Knowledge (D.O.K.) activities. <b>YES</b></p> <p>3. Materials provide a social-emotional learning connection. <b>YES</b></p> <p>4. Materials provide multiple tiers of access to proficiency-level content. (MTSS: Multi-Tiered Systems of Support)</p> <p>5. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content. <b>YES</b></p> <p>6. Materials provide access for</p>	<p>4. Assessment materials use varied modalities of instruction that reflect authentic experiences. <b>YES</b></p> <p>5. Assessment options include selected/constructed/extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels. <b>YES</b></p> <p>6. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance. <b>YES</b></p> <p>7. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments. <b>YES</b></p> <p>8. Materials assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG),</p>
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	core instruction, intensification, and acceleration, including targeted remediation with proficiency-level content. <b>YES</b>	English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED) students, Heritage Speakers, and/or Alternative Education Students). <b>YES and if not I do modify the material to fit their needs</b>
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## Level 3-4 Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 3-4</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
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<p>3. Cultural information is interesting, relevant, and age- and proficiency-level appropriate. <b>YES</b></p> <p>4. Materials explore the diversity of distinct cultures and individuals that share the target language (including, but not limited to dialect and idioms). <b>YES</b></p> <p>5. Materials promote learners' reflection of their own culture. <b>YES</b></p> <p>6. Connections are made between the target cultural practices and perspectives. <b>YES</b></p> <p>7. Activities are appropriate for age level and proficiency level. <b>YES</b></p> <p><b>Connections</b></p> <p>1. The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects. <b>YES</b></p> <p>2. Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts. <b>YES</b></p> <p><b>Comparisons</b></p>	<p>7. Materials lend themselves to applying the principles of Universal Design for Learning (UDL). <b>YES</b></p> <p><b>Instructional Materials</b></p> <p>1. Materials systematically develop foundational language acquisition skills using transparent, research-based methods. <b>YES</b></p> <p>2. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening. <b>YES</b></p> <p>3. Language/pictures/graphics/media in the curricular materials are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.</p> <ul style="list-style-type: none"> <li>• Language includes protected classes and historically underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in non stereotypical roles.</li> <li>• Materials make connections to diverse micro-communities (religious, economical, geographical, etc.) <b>YES</b></li> </ul>	<p>9. Assessment materials provide teachers with a range of data to inform instruction that can interface with common learning management systems/electronic gradebook platforms (e.g.: Canvas, Schoology, Google Classroom.) <b>YES</b></p> <p>10. Assessment materials provide multiple opportunities and formats within each unit (e.g., interpersonal, presentational, interpretive, integrated performance) for students to demonstrate skills, content knowledge, and receive feedback. <b>YES</b></p> <p>11. Materials provide online assessments aligned to ACTFL and Oregon State Standards and offer a variety of assessment options. <b>YES</b></p> <p>12. Assessment materials use varied modalities of instruction that reflect authentic experiences. <b>YES</b></p>
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# Level 3-4 Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 3-4</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
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<p>1. Students are asked to compare and contrast the linguistic and cultural similarities and differences between the products, practices, and perspectives of own culture and those of the target culture. <b>YES</b></p> <p>2. Students are asked to look at their own language and compare it linguistically to the target language. <b>YES</b></p> <p>3. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation. <b>YES</b></p> <p><b>Communities</b></p> <p>1. The materials provide opportunities for students to engage in collaborative activities in local and global communities. <b>YES</b></p> <p>2. The materials provide information about how students can use the target language for enjoyment, enrichment, and advancement in the future and beyond the school experience. <b>YES</b></p> <p>3. Students learn about individual role models who use the target language in their lives. <b>YES</b></p>	<p>4. Materials include current, authentic and culturally-sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications. <b>YES</b></p> <p>5. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard. <b>YES</b></p> <p>6. Materials have online listening activities highlighted in the student edition. <b>YES</b></p> <p>7. Instructional materials are presented in a teacher-friendly format that is accessible and practical for classroom use by teachers of diverse backgrounds, knowledge, and skill. <b>YES</b></p> <p>8. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations. <b>YES</b></p> <p>9. The teacher's edition is well organized with practical teaching suggestions at the point of need. <b>YES</b></p> <p>10. Materials offer a digital FlexText. (E textbook that adjusts to whatever</p>	
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	screen student is using; content is updated to <b>YES as far as I know.</b> <b>Some content does need to be updated as there are activities that still use Flash and it is no longer supported.</b>	
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## Level 3-4 Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 3-4</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
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	<p>the most current version.)</p> <p>11. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning. <b>YES</b></p> <p>12. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials. <b>YES</b></p> <p>13. Materials refer students to additional informational resources to enhance their study of language and culture. <b>YES</b></p> <p>14. Materials allow for stakeholder engagement, inviting participation from parents/community. <b>YES</b></p> <p>15. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families. <b>YES</b></p> <p>16. Culturally-responsive language reflects current events and changes in cultural perspectives. <b>YES</b></p> <p>17. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use. <b>YES</b></p>	
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# Level 3-4 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 3-4	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
	<p>18. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). <b>YES</b></p> <p>19. Materials allow for ongoing and embedded professional development. <b>YES</b></p> <p>20. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research. <b>YES</b></p> <p>21. Materials provide direct access to equitable resources through various forms of technology available in multiple languages: <b>YES</b></p> <ul style="list-style-type: none"> <li>• Speech to text</li> <li>• Text to speech</li> <li>• Audio books</li> <li>• Digital copies</li> </ul>	

i/Cal _____ alor ID LB _____ Mission # _____	Publisher <u>Florida Virtual</u> Score _____
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## Criteria for the Review and Adoption of Instructional Materials for:

gury 1, 2, 3 and 4: (CCSS) Mathematics – Grades K-2, 3-5, 6-8 and 9-12

### AL REQUIREMENTS SECTION

#### A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

The submitted materials must make up an organized system of instruction that align with adopted state standards.

Does the program meet the above requirements for basal instructional materials?

☒ Yes ☐ No

#### B. EQUITY CRITERIA

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all | 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

☒ Yes ☐ No

#### C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specification materials.

Does the program meet the above requirements for NIMAS?

☒ Yes ☐ No

#### D. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing

Does the program meet the above MSST requirements?

☒ Yes ☐ No

Team/Cat _____	Publisher <u>Florida Virtual School</u>
Evaluator ID _____	Score _____
Submission # _____	

## Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2, 3 and 4: (CCSS) Mathematics – Grades K-2, 3-5, 6-8 and 9-12

### LEGAL REQUIREMENTS SECTION

#### A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

The submitted materials must make up an organized system of instruction that align with adopted state standards.

Does the program meet the above requirements for basal instructional materials?

☒ Yes

☐ No

#### B. EQUITY CRITERIA

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all | 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

☒ Yes

☐ No

#### C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specification materials.

Does the program meet the above requirements for NIMAS?

☒ Yes

☐ No

#### D. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing

Does the program meet the above MSST requirements?

☒ Yes

☐ No



# Category 4: CCSS Mathematics – Grades 9-12

See back

I. Alignment to the CCSS Mathematical Content**		II. Alignment to the CCSS Mathematical Practices**		III. Instructional Supports													
<p>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</p> <p><b>FOCUS</b></p> <p>4.1. Lessons and units targeting the widely applicable prerequisites (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations.</p> <p>Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the widely applicable prerequisites and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.</p> <p><b>COHERENCE</b></p> <p>2. The content develops through reasoning about the new concepts on the basis of previous understandings.</p> <p><b>RIGOR</b></p> <p>Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</p> <p>3. <b>Application:</b> Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.</p> <p>4. <b>Conceptual Understanding:</b> Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.</p> <p>5. <b>Procedural Skill and Fluency:</b> Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>		<p>The instructional materials identify and utilize the Standards for Mathematical Practice (MP):</p> <p>6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.</p> <p>7. <b>Overarching habits of mind of a productive mathematical thinker</b></p> <ul style="list-style-type: none"><li>Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)</li><li>Uses and encourages precise and accurate mathematics, academic language, and terminology. (MP.6)</li></ul> <p>8. <b>Reasoning and explaining</b></p> <ul style="list-style-type: none"><li>Materials provide sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 &amp; MP.3)</li></ul> <p>9. <b>Modeling and using tools</b></p> <ul style="list-style-type: none"><li>Encourages the strategic use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models). (MP.4 &amp; MP.5)</li></ul> <p>10. <b>Seeing structure and generalizing</b></p> <ul style="list-style-type: none"><li>Requires students to look for and make use of structure, and look for and express regularity in repeated reasoning. (MP.7 &amp; MP.8)</li></ul>		<p>Each lesson is responsive to varied teacher needs:</p> <p>11. Includes clear and sufficient guidance to support teaching learning of the targeted standards, including, when appropriate use of technology and media.</p> <p>12. Provides a discussion of the mathematics of the units and mathematical point of each lesson as it relates to the organizing concepts of the unit.</p> <p>13. Recommend and facilitate a mix of instructional approach students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questioning for understanding, flexible grouping, pair-share).</p> <p>14. Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.</p> <p>15. Teacher materials are organized and easy to use.</p> <p>The materials are responsive to varied student learning needs:**</p> <p>16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language problems are posed is carefully considered.</p> <p>17. Allow teacher/student access through digital media to digital understanding.</p> <p>18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.</p> <p>19. Provides appropriate extensions scaffolding, differentiated extra support for a broad range of learners, including support students above and below a given course level.</p> <p>A course or longer units should:</p> <p>20. Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over</p>													
<p><b>Oregon Definition of Instructional Material:</b> Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.</p>		<p><b>Overall Rating for the instructional material:</b></p>															
<p><b>Rating Scale for Criteria #1-10</b></p> <p>4: Meets all criteria (exemplary)</p> <p>3: Adheres to the criteria</p> <p>2: Sometimes adheres to the criteria</p> <p>1: Occasionally adheres to the criteria</p> <p>0: Does not meet the criteria</p>		<p><b>Rating Scale for Criteria #11-23</b></p> <p>2: Meets criteria</p> <p>1: Partially meets/some evidence</p> <p>0: Does not meet criteria</p>															
		<table><tr><td><b>Exemplifies Quality</b></td><td>100% 3 or 4</td><td>100% 3 or 4</td><td>75</td></tr><tr><td><b>Approaching Quality</b></td><td>≥80% 3 or 4</td><td>≥80% 3 or 4</td><td>≥7</td></tr><tr><td><b>Does not meet standards</b></td><td>&lt;80% 3 or 4</td><td>&lt;80% 3 or 4</td><td>&lt;7</td></tr></table>		<b>Exemplifies Quality</b>	100% 3 or 4	100% 3 or 4	75	<b>Approaching Quality</b>	≥80% 3 or 4	≥80% 3 or 4	≥7	<b>Does not meet standards</b>	<80% 3 or 4	<80% 3 or 4	<7		
<b>Exemplifies Quality</b>	100% 3 or 4	100% 3 or 4	75														
<b>Approaching Quality</b>	≥80% 3 or 4	≥80% 3 or 4	≥7														
<b>Does not meet standards</b>	<80% 3 or 4	<80% 3 or 4	<7														



See Back

Category 3: CCSS Mathematics – Grades 6-8

I. Alignment to the CCSS Mathematical Content\*\*

The instructional materials demonstrate evidence of key shifts that are reflected in the CCSS:

FOCUS

1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.

COHERENCE

2. Materials are consistent with the learning progressions in the Standards based on previous understandings.

RIGOR

Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations.
4. Conceptual Understanding: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.
5. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

II. Alignment to the CCSS Mathematical Practices\*\*

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.
7. Overarching habits of mind of a productive mathematical thinker:
  - Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)
  - Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6)
8. Reasoning and explaining:
  - Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)
9. Modeling and using tools:
  - Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)
10. Seeing structure and generalizing:
  - Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)

III. Instructional Supports

The teacher materials are responsive to varied teacher needs

11. Includes clear, sufficient and easy to use guidance to teaching, learning of the targeted standards and voc including, when appropriate, the use of supported technology, web and media.
  12. Provides a discussion of the mathematics addressed in each unit and the mathematical point of each lesson relates to the organizing concepts of the unit.
  13. Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, as using multiple representations (e.g., including modeling using a range of questions, checking for understanding) flexible grouping, pair-share, etc.).
  14. Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.
  15. Teacher materials are organized and easy to use.
- The materials are responsive to varied student learning need.
16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. language in which problems are posed is carefully considered.
  17. Uses technology and media to deepen learning.
  18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding race, ethnicity, disability status, gender, religion, sex orientation, national origin, marital status, or color.
  19. Provides appropriate extensions scaffolding, differentiated extra support for a broad range of learners, including supporting students above and below a given course level.

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Rating Scale for Criteria #1-10		Rating Scale for Criteria #11-23	
4: Meets all criteria (exemplary)	2: Meets criteria		
3: Adheres to the criteria	1: Partially meets/some evidence		
2: Sometimes adheres to the criteria	0: Does not meet criteria		
1: Occasionally adheres to the criteria			
0: Does not meet the criteria			

	Key Criteria (#1-5) (Scores 0-4)	Key Criteria (#6-10) (Scores 0-4)	Ke (Sc
Exemplifies Quality	100% 3 or 4	100% 3 or 4	10
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥7
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<7



Category 1: 2014 Science Standards (NGSS) – Grades K-5 <span>N/A</span>		
I. Alignment to the 2014 Science Standards (NGSS)	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the NGSS:</p> <p><b>Focus</b></p> <p>1. Materials focus on in-depth learning of the NGSS disciplinary core ideas while engaging students in the scientific and engineering practices and connecting to crosscutting concepts in the context of authentic and content-appropriate science, and facilitate students developing a deeper understanding and application of scientific knowledge and the ability to think and reason scientifically while investigating complex ideas and solving problems.</p> <p><b>Rigor</b></p> <p>2. Materials support and guide in-depth instruction in the three intertwined NGSS dimensions*, support the integration of conceptual understanding linked to explanations and empirical investigations that allow students to evaluate knowledge claims and develop procedural skills while engaging in authentic and content-appropriate scientific inquiry and engineering design learning experiences, and provide opportunities for students to engage in practice, discourse, and reflection in multiple interconnected and social contexts.</p> <p><b>Coherence</b></p> <p>3. Learning experiences form a coherent learning progression in which each K-5 student builds competencies in the performance expectations through actively engaging in science and engineering practices and applying crosscutting concepts to continually build on and revise their knowledge and skills in disciplinary core ideas.</p> <p>a. Materials provide strong integration of science and engineering practices, disciplinary core ideas, and crosscutting concepts within and between grade levels.</p> <p>b. Learning experiences fit together coherently and help students develop proficiency on a targeted set of three-dimensional performance expectations.</p> <p>c. Learning experiences progress in a relevant and engaging manner, building upon ideas, practices, and concepts developed in previous learning experiences.</p> <p>d. Science and engineering practices, disciplinary core ideas, and crosscutting concepts build coherent learning progressions</p>	<p>The instructional materials support instruction and learning for all students:</p> <p><b>Student Engagement</b></p> <p>11. Engages students in authentic and meaningful learning experiences that reflect real-world science and engineering practices in the NGSS performance expectations and are grounded in students' experiences to provide a context for making sense of phenomena and/or designing solutions to problems.</p> <p>a. The context of learning experiences, including relevant phenomena, questions, or problems, engages students in three-dimensional learning.</p> <p>b. Provides relevant firsthand experiences or models that allow students to make sense of the physical and natural world.</p> <p>c. Engages students in multiple practices that are integrated into relevant disciplinary core ideas and crosscutting concepts to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.</p> <p>d. Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem to their own experience.</p> <p>e. Provides relevant applications for students to relate science to life, home, school, and various careers, and to apply their knowledge and skills as scientifically literate citizens.</p> <p>12. Facilitates deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts by building upon prior knowledge and identifying and correcting misconceptions.</p> <p>13. Through scientific discourse in oral, visual, and/or written form, materials provide frequent opportunities for students to express, clarify, justify, interpret, represent their ideas, and respond to peer and teacher feedback.</p> <p><b>Differentiated Instruction</b></p> <p>14. Provides guidance for teachers 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 needs are</p>	<p>The instructional materials support monitoring student progress:</p> <p>27. Elicits direct, observable evidence of three-dimensional learning using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions that have been covered adequately in the instructional materials.</p> <p>28. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance along all three NGSS dimensions to support teachers in</p> <p>(a) planning instruction and (b) providing ongoing feedback to students.</p> <p>29. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-formative, summative, peer, and self-assessment measures of three dimensional learning.</p> <p>30. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of disciplinary core ideas and</p>

<p>across grades K-5 including application of knowledge and skills learned in prior grades.</p> <p>e. Where appropriate, disciplinary core ideas from different science disciplines are used together to explain phenomena.</p> <p>f. Where appropriate, crosscutting concepts are used in the explanation of</p>	<p>addressed by including:</p> <p>a. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community, as appropriate.</p> <p>b. 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 science content nor avoid language development for English language learners, special needs, or below grade level readers.</p> <p>c. Digital and print resources that provide various levels of readability (e.g., based on the <u>CCSS three part model for measuring text complexity</u>).</p> <p>d. Modifications and extensions for all students, including those performing above their grade level, to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.</p> <p>e. Technology and digital media to support, extend, and enhance learning experiences.</p>	
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<b>Category 1: 2014 Science Standards (NGSS) – Grades K-5</b> <span style="background-color: #FFD700;">N/A</span>		
<b>I. Alignment to the 2014 Science Standards (NGSS)</b>	<b>II. Instructional Supports</b>	<b>III. Monitoring Student Progress</b>



<p>phenomena from a variety of science disciplines in addition to other content areas.</p> <p>g. Where appropriate, science and engineering practices are integrated with other content area practices.</p> <p>4. Provides learning opportunities directly connected to the grade level performance expectations to develop and use specific grade-appropriate elements of the science and engineering practices, disciplinary core ideas, and crosscutting concepts that are integrated to develop and support students' sense-making of phenomena and/or design solutions to problems.</p> <p>5. Learning opportunities include instructional strategies that facilitate three dimensional learning.</p> <p>6. Integrates the interdependence of science, engineering, and technology as well as the influence of engineering, technology, and science on society and the natural world as significant elements in learning experiences (see <a href="#">NGSS Appendix J</a>).</p> <p>7. Integrates understandings about the nature of science as significant elements in learning experiences (see <a href="#">NGSS Appendix H</a>).</p> <p>8. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.</p> <p>9. Uses diverse instructional strategies in a logical progression of instruction that provide clear purposes for learning experiences (e.g., elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge).</p> <p>10. Provides relevant grade-appropriate connection(s) to the Common Core State Standards (CCSS) in Mathematics and English Language Arts &amp; Literacy and the <a href="#">Oregon English Language Proficiency Standards</a>.</p>	<p>f. Materials in multiple language formats.</p> <p>15. Includes grade-level 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.</p> <p>16. Includes grade-level appropriate informational text (e.g., digital and print resources) that supports conceptual understanding of the disciplinary core ideas.</p> <p>17. Provides guidance for teachers throughout the unit for how learning experiences build on each other to support students in developing deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.</p> <p>18. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.</p> <p><b>Instructional Materials</b></p> <p>19. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.</p> <p>20. Provide virtual labs, simulations, and video-based learning experiences.</p> <p>21. Allow teachers to access, revise, and print from digital sources (e.g., readings, labs, assessments, rubrics).</p> <p>22. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use.</p> <p>23. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment.</p> <p>24. Use scientifically accurate and grade-appropriate scientific information, vocabulary, phenomena, models, and representations to support students' three-dimensional learning.</p> <p>25. Adhere to safety laws, rules, and regulations and emphasize the importance of safety in science.</p> <p>26. Make available ongoing and embedded professional development for implementation and continued use of the instructional materials.</p>	<p>crosscutting concepts.</p> <p>31. Assesses student proficiency using methods, vocabulary, representations, models, and examples that are accessible and unbiased for all students.</p> <p>32. Digital assessments are easy to manipulate and customize, are linked to Common Core State Standards, and have large problem banks.</p> <p>33. Digital assessment platform allows teachers to easily access student work and provide feedback.</p> <p>34. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</p> <p>35. Provides print and digital assessments that are platform- and device independent.</p>
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**\*For the definition of the three NGSS intertwined dimensions of disciplinary core ideas, practices, and crosscutting concepts, see National Research Council. (2011). *A Framework for K-12 Science Education: Practices. Crosscutting Concepts. and Core Ideas*. (pages 30-33)**

**Oregon Definition of Instructional Material:**  
Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in [OAR 581-011-0050](#).

**Rating Scale for Each Criterion:**  
4: Exceeds the criteria  
3: Adheres to the criteria

2: Sometimes adheres to the criteria  
1: Occasionally adheres to the criteria  
0: Rarely adheres to the criteria

**Overall Rating for the Instructional material:**  
E: Exemplar - meets all the “must have” criteria (\*\*) and most of the other criteria in the remaining dimensions (mainly 3-4’s). E/I:  
Exemplar *if* Improved - meets all the “must have” criteria (\*\*) , needs some improvement in remaining dimensions (mainly 2- 3’s).  
R: Needs Revision – Does not meet all “must have” criteria (\*\*) and requires significant revision in one or more dimensions (mainly 1-2’s).  
N: Not Recommended - does not meet the criteria in the dimensions (mainly 0-2’s).  
N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

*These criteria are based on the Educators Evaluating the Quality of Instructional Products (EQuIP) Science Rubric which was developed for units/lessons (Achieve: Version 2 – published September 2014) and were modified for instructional materials by the Oregon Department of Education and the Oregon Science Instructional Materials Criteria Development Committee (October 2014).*

Category 2: 2014 Science Standards (NGSS) – Grades 6-8		
I. Alignment to the 2014 Science Standards (NGSS)	II. Instructional Supports	III. Monitoring Student Progress

<p>The instructional materials align with the conceptual shifts of the NGSS:</p> <p><b>Focus</b></p> <p>1. Materials focus on in-depth learning of the NGSS disciplinary core ideas while engaging students in the scientific and engineering practices and connecting to crosscutting concepts in the context of authentic and content-appropriate science, and facilitate students developing a deeper understanding and application of scientific knowledge and the ability to think and reason scientifically while investigating complex ideas and solving problems. <b>Yes</b></p> <p><b>Rigor</b></p> <p>2. Materials support and guide in-depth instruction in the three intertwined NGSS dimensions*, support the integration of conceptual understanding linked to explanations and empirical investigations that allow students to evaluate knowledge claims and develop procedural skills while engaging in authentic and content-appropriate scientific inquiry and engineering design learning experiences, and provide opportunities for students to engage in practice, discourse, and reflection in multiple interconnected and social contexts. <b>Yes</b></p> <p><b>Coherence</b></p> <p>3. Learning experiences form a coherent learning progression in which students build competencies in the performance expectations through actively engaging in science and engineering practices and applying crosscutting concepts to continually build on and revise their knowledge and skills in disciplinary core ideas.</p> <p>a. Materials provide strong integration of science and engineering practices, disciplinary core ideas, and crosscutting concepts across physical science, life science and earth and space science within each grade and across grade levels. <b>Yes</b></p> <p><b>Within each unit and course:</b></p> <p>b. Learning experiences fit together coherently and help students develop proficiency on a targeted set of three-dimensional performance expectations. <b>Yes</b></p> <p>c. Each learning experience links to prior knowledge and skills providing a basis for engagement. <b>Yes</b></p> <p>d. Materials focus on the application of authentic and content-appropriate knowledge, skills, and reasoning. <b>Yes</b></p> <p><b>Across courses and throughout grades 6-8:</b></p> <p>e. Science and engineering practices, disciplinary core ideas, and crosscutting concepts build coherent learning progressions within each grade and across</p>	<p>The instructional materials support instruction and learning for all students:</p> <p><b>Student Engagement</b></p> <p>11. Engages students in authentic and meaningful learning experiences that reflect real-world science and engineering practices in the NGSS performance expectations and are grounded in students' experiences to provide a context for making sense of phenomena and/or designing solutions to problems.</p> <p>a. The context of learning experiences, including relevant phenomena, questions, or problems, engages students in three-dimensional learning.</p> <p>b. Provides relevant firsthand experiences or models that allow students to make sense of the physical and natural world.</p> <p>c. Engages students in multiple practices that are integrated into relevant disciplinary core ideas and crosscutting concepts to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.</p> <p>d. Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem to their own experience.</p> <p>e. Provides relevant applications for students to relate science to life, home, school, and various careers, and to apply their knowledge and skills as scientifically literate citizens. <b>At times- they do the best they can with online instruction</b></p> <p>12. Facilitates deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts by building upon prior knowledge and identifying and correcting misconceptions. <b>Yes</b></p> <p>13. Through scientific discourse in oral, visual, and/or written form, materials provide frequent opportunities for students to express, clarify, justify, interpret, represent their ideas, and respond to peer and teacher feedback. <b>At times</b></p> <p><b>Differentiated Instruction</b></p> <p>14. Provides guidance for teachers 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 needs are addressed by including:</p> <p>a. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community. <b>No</b></p> <p>b. Appropriate scaffolding, Interventions, and supports, including</p>	<p>The instructional materials support monitoring student progress:</p> <p>26. Elicits direct, observable evidence of three-dimensional learning using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions that have been covered adequately in the instructional materials. <b>Yes</b></p> <p>27. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance along all three NGSS dimensions to support teachers in (a) planning instruction and (b) providing ongoing feedback to students. <b>Yes</b></p> <p>28. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-formative, summative, peer, and self-assessment measures of three-dimensional learning. <b>Yes</b></p> <p>29. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts. <b>Yes</b></p> <p>30. Assesses student proficiency</p>
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	<p>integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice science content nor avoid language development for English language learners, special needs, or below grade level readers. No</p> <p>c. Digital and print resources that provide various levels of readability (e.g., based on the <u>CCSS three part model for measuring text complexity</u>).</p> <p>d. Modifications and extensions for all students, including those performing above their grade level, to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts. No</p>	
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Category 2: 2014 Science Standards (NGSS) – Grades 6-8		
I. Alignment to the 2014 Science Standards (NGSS)	II. Instructional Supports	III. Monitoring Student Progress

<p>grade levels. <b>Yes</b></p> <p>f. Where appropriate, multiple disciplinary core ideas are used together to explain phenomena. <b>Yes</b></p> <p>g. Where appropriate, crosscutting concepts are used in the explanation of phenomena from a variety of disciplines. <b>Yes</b></p> <p>4. Provides learning opportunities directly connected to the grade level performance expectations to develop and use specific grade-appropriate elements of the science and engineering practices, disciplinary core ideas, and crosscutting concepts that are integrated to develop and support students' sense-making of phenomena and/or design solutions to problems. <b>Yes</b></p> <p>5. Learning opportunities include instructional strategies that facilitate three dimensional learning. <b>Yes</b></p> <p>6. Integrates the interdependence of science, engineering, and technology as well as the influence of engineering, technology, and science on society and the natural world as significant elements in learning experiences (see <u>NGSS Appendix J</u>). <b>Yes</b></p> <p>7. Integrates understandings about the nature of science as significant elements in learning experiences (see <u>NGSS Appendix H</u>). <b>Yes</b></p> <p>8. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.</p> <p>9. Uses diverse instructional strategies in a logical progression of instruction that provide clear purposes for learning experiences (e.g., elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge). <b>At times</b></p> <p>10. Provides relevant grade-appropriate connections to the Common Core State Standards (CCSS) in Mathematics and English Language Arts &amp; Literacy in History/Social Studies, Science and Technical Subjects, and the <u>Oregon English Language Proficiency Standards</u>. <b>Yes</b></p>	<p>e. Technology and digital media to support, extend, and enhance learning experiences.</p> <p>f. Materials in multiple language formats.</p> <p>15. Includes grade-level 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. <b>Yes</b></p> <p>16. Provides guidance for teachers throughout the unit for how learning experiences build on each other to support students in developing deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts. <b>Yes</b></p> <p>17. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems. <b>At times</b></p> <p><b>Instructional Materials</b></p> <p>18. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. <b>Yes</b></p> <p>19. Provide virtual labs, simulations, and video-based learning experiences. <b>Yes</b></p> <p>20. Allow teachers to access, revise, and print from digital sources (e.g., readings, labs, assessments, rubrics). <b>Yes</b></p> <p>21. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use. <b>Yes</b></p> <p>22. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment. <b>Yes</b></p> <p>23. Use scientifically accurate and grade-appropriate scientific information, vocabulary, phenomena, models, and representations to support students' three-dimensional learning. <b>Yes</b></p> <p>24. Adhere to safety laws, rules, and regulations and emphasize the importance of safety in science. 25. Make available ongoing and embedded professional development for implementation and continued use of the instructional materials. <b>Yes</b></p>	<p>using methods, vocabulary, representations, models, and examples that are accessible and unbiased for all students. <b>Yes</b></p> <p>31. Digital assessments are easy to manipulate and customize, are linked to Common Core State Standards, and have large problem banks.</p> <p>32. Digital assessment platform allows teachers to easily access student work and provide feedback. <b>Yes</b></p> <p>33. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms. <b>Yes</b></p> <p>34. Provides print and digital assessments that are platform- and device independent. <b>Yes</b></p>
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**\*For the definition of the three NGSS intertwined dimensions of disciplinary core ideas, practices, and crosscutting concepts, see National Research Council. (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. (pages 30-33)**

**Oregon Definition of Instructional Material:**  
Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

**Rating Scale for Each Criterion:**

- 4: Exceeds the criteria
- 3: Adheres to the criteria
- 2: Sometimes adheres to the criteria
- 1: Occasionally adheres to the criteria
- 0: Rarely adheres to the criteria

Overall Rating for the Instructional material:

E: Exemplar - meets all the “must have” criteria (\*\*) and most of the other criteria in the remaining dimensions (mainly 3-4’s). E/I: Exemplar *if* Improved - meets all the “must have” criteria (\*\*) , needs some improvement in remaining dimensions (mainly 2- 3’s). R: Needs Revision – Does not meet all “must have” criteria (\*\*) and requires significant revision in one or more dimensions (mainly

1-2’s).

N: Not Recommended - does not meet the criteria in the dimensions (mainly 0-2’s).

N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

*These criteria are based on the Educators Evaluating the Quality of Instructional Products (EQulP) Science Rubric which was developed for units/lessons (Achieve: Version 2 – published September 2014) and were modified for instructional materials by the Oregon Department of Education and the Oregon Science Instructional Materials Criteria Development Committee (October 2014).*

Category 3: 2014 Science Standards (NGSS) – Grades 9-12		
I. Alignment to the 2014 Science Standards (NGSS)	II. Instructional Supports	III. Monitoring Student Progress



<p>The instructional materials align with the conceptual shifts of the NGSS:</p> <p><b>Focus</b></p> <p>1. Materials focus on in-depth learning of the NGSS disciplinary core ideas while engaging students in the scientific and engineering practices and connecting to crosscutting concepts in the context of authentic and content-appropriate science, and facilitate students developing a deeper understanding and application of scientific knowledge and the ability to think and reason scientifically while investigating complex ideas and solving problems. <b>Yes</b></p> <p><b>Rigor</b></p> <p>2. Materials support and guide in-depth instruction in the three intertwined NGSS dimensions*, support the integration of conceptual understanding linked to explanations and empirical investigations that allow students to evaluate knowledge claims and develop procedural skills while engaging in authentic and content-appropriate scientific inquiry and engineering design learning experiences, and provide opportunities for students to engage in practice, discourse, and reflection in multiple interconnected and social contexts. <b>Yes</b></p> <p><b>Coherence</b></p> <p>3. Learning experiences form a coherent learning progression in which students build competencies in the performance expectations through actively engaging in science and engineering practices and applying crosscutting concepts to continually build on and revise their knowledge and skills in disciplinary core ideas.</p> <p>a. Science and engineering practices, disciplinary core ideas, and crosscutting concepts build coherent learning progressions across physical science, life science and earth and space science including application of knowledge and skills learned in prior grades. <b>Yes</b></p> <p><b>Within each unit and course:</b></p> <p>b. Learning experiences fit together coherently and help students develop proficiency on a targeted set of three-dimensional performance expectations.</p> <p>c. Each learning experience links to previous learning experiences and provides a need to engage in the current learning experience.</p> <p>d. Materials focus on the application of authentic and</p>	<p>The instructional materials support instruction and learning for all students:</p> <p><b>Student Engagement</b></p> <p>11. Engages students in authentic and meaningful learning experiences that reflect real-world science and engineering practices in the NGSS performance expectations and are grounded in students' experiences to provide a context for making sense of phenomena and/or designing solutions to problems.</p> <p>a. The context of learning experiences, including relevant phenomena, questions, or problems, engages students in three-dimensional learning.</p> <p>b. Provides relevant firsthand experiences or models that allow students to make sense of the physical and natural world.</p> <p>c. Engages students in multiple practices that are integrated into relevant disciplinary core ideas and crosscutting concepts to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.</p> <p>d. Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem to their own experience.</p> <p>e. Provides relevant applications for students to relate science to life, home, school, and various careers, and to apply their knowledge and skills as scientifically literate citizens. <b>At times</b></p> <p>12. Facilitates deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts by building upon prior knowledge and identifying and correcting misconceptions. <b>Yes</b></p> <p>13. Through scientific discourse in oral, visual, and/or written form, materials provide frequent opportunities for students to express, clarify, justify, interpret, represent their ideas, and respond to peer and teacher feedback. <b>Yes</b></p> <p><b>Differentiated Instruction</b></p> <p>14. Provides guidance for teachers 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 needs are addressed by including:</p> <p>a. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community, as appropriate.</p> <p>b. 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 science content nor avoid language development for English language learners, special needs, or below grade level</p>	<p>The instructional materials support monitoring student progress:</p> <p>26. Elicits direct, observable evidence of three-dimensional learning by students using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions that have been covered adequately in the instructional materials. <b>Yes</b></p> <p>27. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance along all three NGSS dimensions to support teachers in (a) planning instruction and (b) providing ongoing feedback to students. <b>Yes</b></p> <p>28. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-formative, summative, peer, and self-assessment measures of three-dimensional learning. <b>Yes</b></p> <p>29. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts. <b>Yes</b></p> <p>30. Assesses student proficiency using methods, vocabulary, representations, models, and</p>
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<p>content-appropriate knowledge, skills, and reasoning. <b>In some courses</b></p> <p><b>Across courses and throughout grades 9-12:</b></p> <p>e. Science and engineering practices, disciplinary core ideas, and crosscutting concepts build coherent learning progressions within each grade and</p>	<p>readers.</p> <p>c. Digital and print resources that provide various levels of readability (e.g., based on the <u>CCSS three part model for measuring text complexity</u>).</p> <p>d. Modifications and extensions for all students, including those performing above their grade level, to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.</p>	
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Category 3: 2014 Science Standards (NGSS) – Grades 9-12		
I. Alignment to the 2014 Science Standards (NGSS)	II. Instructional Supports	III. Monitoring Student Progress
<p>across grade levels.</p> <p>f. Where appropriate, disciplinary core ideas from different disciplines are used together to explain phenomena.</p> <p>g. Where appropriate, crosscutting concepts are used in the explanation of phenomena from a variety of disciplines. <b>Yes</b></p> <p>4. Provides learning opportunities directly connected to the grade level performance expectations to develop and use specific grade-appropriate elements of the science and engineering practices, disciplinary core ideas, and crosscutting concepts that are integrated to develop and support students’ sense-making of phenomena and/or design solutions to problems. <b>Yes</b></p> <p>5. Learning opportunities include instructional strategies that facilitate three dimensional learning. <b>At times</b></p> <p>6. Integrates the interdependence of science, engineering, and technology as well as the influence of engineering, technology, and science on society and the natural world as significant elements in learning experiences (see <u>NGSS Appendix J</u>). <b>Yes</b></p> <p>7. Integrates understandings about the nature of science as significant elements in learning experiences (see <u>NGSS Appendix H</u>). <b>Yes</b></p> <p>8. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.</p> <p>9. Uses diverse instructional strategies in a logical progression of instruction that provide clear purposes for learning experiences (e.g., elicit preconceptions, teach new knowledge, build skills</p>	<p>e. Technology and digital media to support, extend, and enhance learning experiences.</p> <p>f. Materials in multiple language formats. <b>No</b></p> <p>15. Provides research-based strategies to develop students’ academic language that are connected to the performance expectations (e.g., code-switching and interactive notebooks). <b>At times</b></p> <p>16. Provides guidance for teachers throughout the unit for how learning experiences build on each other to support students developing deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts. <b>No</b></p> <p>17. Provides supports to help students engage in the practices as needed and gradually adjusts supports over time so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems. <b>Yes</b></p> <p><b>Instructional Materials</b></p> <p>18. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. <b>Yes</b></p> <p>19. Provide virtual labs, simulations, and video-based learning experiences. <b>Yes</b></p> <p>20. Allow teachers to access, revise, and print from digital sources (e.g., readings, labs, assessments, rubrics). <b>Yes</b></p> <p>21. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use. <b>Yes</b></p> <p>22. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction</p>	<p>examples that are accessible and unbiased for all students. <b>Yes</b></p> <p>31. Digital assessments are easy to manipulate and customize, are linked to Common Core State Standards, and have large problem banks. <b>Yes</b></p> <p>32. Digital assessment platform allows teachers to easily access student work and provide feedback. <b>Yes</b></p> <p>33. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms. <b>Yes</b></p> <p>34. Provides print and digital assessments that are platform and device-independent. <b>Yes</b></p>



and abilities, connect to prior knowledge). <b>Yes</b> 10. Provides relevant grade-appropriate connections to the Common Core State Standards (CCSS) in Mathematics and English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, and the <u>Oregon English Language Proficiency Standards</u> .	and assessment. <b>Yes</b> 23. Use scientifically accurate and grade-appropriate scientific information, phenomena, and representations to support students' three-dimensional learning. <b>Yes</b> 24. Adhere to safety laws, rules, and regulations and emphasize the importance of safety in science. <b>Yes</b> 25. Make available ongoing and embedded professional development for implementation and continued use of the instructional materials. <b>At times</b>	
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**\*For the definition of the three NGSS intertwined dimensions of disciplinary core ideas, practices, and crosscutting concepts, see National Research Council. (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. (pages 30-33)**

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Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050

**Rating Scale for Each Criterion:**  
4: Exceeds the criteria  
3: Adheres to the criteria  
2: Sometimes adheres to the criteria  
1: Occasionally adheres to the criteria

0: Rarely adheres to the criteria  
**Overall Rating for the Instructional material:**  
E: Exemplar - meets all the “must have” criteria (\*\*) and most of the other criteria in the remaining dimensions (mainly 3-4’s). E/I: Exemplar *if* Improved - meets all the “must have” criteria (\*\*) , needs some improvement in remaining dimensions (mainly 2- 3’s).  
R: Needs Revision – Does not meet all “must have” criteria (\*\*) and requires significant revision in one or more dimensions (mainly 1-2’s).  
N: Not Recommended - does not meet the criteria in the dimensions (mainly 0-2’s).  
N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

*These criteria are based on the Educators Evaluating the Quality of Instructional Products (EQuIP) Science Rubric which was developed for units/lessons (Achieve: Version 2 – published September 2014) and were modified for instructional materials by the Oregon Department of Education and the Oregon Science Instructional Materials Criteria Development Committee (October 2014).*

Team/Cat\_\_\_\_\_ Evaluator ID\_\_\_\_\_

Submission #\_\_\_\_\_

Publisher: Florida Virtual Score\_3\_\_\_\_\_

- 4 Exceeds the criteria
- 3 Adheres to the criteria
- 2 Sometimes adheres to the criteria
- 1 Occasionally adheres to the criteria
- 0 Rarely adheres to the criteria

.Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2 and 3: Science (Next Gen Science) – Grades K-5, 6-8 and 9-12

**LEGAL REQUIREMENTS SECTION**

**A. BASAL INSTRUCTIONAL MATERIALS CRITERIA**

The submitted materials must make up an organized system of instruction that align with adopted state standards.

Does the program meet the above requirements for basal instructional materials?   X  Yes       No

**B. EQUITY CRITERIA**

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity? ☒X\_\_\_Yes \_\_\_\_\_No

**C. National Instructional Materials Accessibility Standard (NIMAS)**

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS? ☒X\_\_\_Yes \_\_\_\_\_No

**D. Digital Manufacturing Standards and Specifications (MSST Form B and M):**

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

Does the program meet the above MSST requirements? ☒X\_\_\_Yes \_\_\_\_\_No

## Oregon Academic Content Standards: Social Studies - Grade 10

### Social Studies

#### Grade: 10

OR.SS.HS. High School

Civics and Government

HS.1. Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.

World History v16 (1 correlated item)

06.06 Modern Reform and Independence

HS.2. Describe core elements of early governments that are evident in United States government structure.

World History v16 (1 correlated item)

04.06 Worlds Collide

HS.3. Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, monarchy.

World History v16 (1 correlated item)

05.02 Constitutional versus Absolute Monarchies

HS.4. Examine institutions, functions and processes of United States government.

World History v16 (1 correlated item)

04.06 Worlds Collide

Economics

National Economy

HS.18. Use economic indicators to analyze the current and future state of the economy (including but not limited to components of GDP, consumer price index (CPI), inflation, stock market, building permits).

World History v16 (1 correlated item)

08.06 Globalization

Global Economy

HS.25. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, interdependence.

World History v16 (2 correlated items)

08.06 Globalization

08.08 Module Review and Discussion-Based Assessment

HS.26. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, resource and income distribution in different nations.

World History v16 (2 correlated items)

08.06 Globalization

08.08 Module Review and Discussion-Based Assessment

Multicultural Studies

HS.26. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, resource and income distribution in different nations. (Economics)

World History v16 (2 correlated items)

08.06 Globalization

08.08 Module Review and Discussion-Based Assessment

- HS.43. Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural migration patterns and the distribution of human population. (Geography)

World History v16 (1 correlated item)

03.02 Big Picture Africa

- HS.56. Explain the development and impact of major world religions and philosophies on historical events and people.

World History v16 (7 correlated items)

01.02 Monotheistic Religions

01.03 The Expansion of Islam

01.04 The Golden Age of Islam

01.07 Collapse of an Empire

02.07 East Asia

03.01 West African Kingdoms

08.02 Modern China

- HS.60. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Oregon and the United States. (History)

World History v16 (1 correlated item)

04.06 Worlds Collide

- HS.62. Identify historical and current events, issues, and problems when national and/or global interests have been in analysis from multiple perspectives. (History)

World History v16 (2 correlated items)

01.02 Monotheistic Religions

08.03 Proxy Wars

Geography

- HS.41. Use maps, satellite images, photographs, and other representations to explain relationships between the locations and their political, cultural, and economic dynamics.

World History v16 (3 correlated items)

01.01 Set the Stage

01.03 The Expansion of Islam

05.01 European Geography

- HS.42. Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

World History v16 (3 correlated items)

01.01 Set the Stage

01.06 Byzantine Empire Achievement and Expansion

03.04 Central and South American Legacies and Contributions

- HS.43. Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural migration patterns and the distribution of human population.

World History v16 (2 correlated items)

- 01.03 The Expansion of Islam  
03.02 Big Picture Africa
- HS.44. Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, si
- World History v16 (1 correlated item)  
08.06 Globalization
- HS.47. Explain how political and economic power dynamics throughout time have influenced cultural identity and envi  
of various places and regions.
- World History v16 (2 correlated items)  
02.05 Guilds and a Changing Economy  
08.06 Globalization
- HS.48. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing ty  
systems).
- World History v16 (2 correlated items)  
06.02 The Industrial Revolution  
06.07 Module Review and Discussion-Based Assessment  
History (Local, State, National, and World) [United States History Post Reconstruction – present & World Histor  
Historical Knowledge
- HS.54. Evaluate continuity and change over the course of world and United States history.
- World History v16 (54 correlated items)  
01.01 Set the Stage  
01.02 Monotheistic Religions  
01.03 The Expansion of Islam  
01.04 The Golden Age of Islam  
01.05 The Byzantines  
01.06 Byzantine Empire Achievement and Expansion  
01.07 Collapse of an Empire  
02.01 Medieval Hierarchy  
02.02 Rulers and Robes  
02.03 The Crusades  
02.04 Medieval Arts and Literature  
02.05 Guilds and a Changing Economy  
02.06 Developing a National Identity  
02.07 East Asia  
02.08 Comparative History: Eastern and Western  
03.01 West African Kingdoms  
03.02 Big Picture Africa  
03.03 Early Mesoamerican Civilizations  
03.04 Central and South American Legacies and Contributions  
03.05 Comparing and Contrasting Early American Civilizations  
04.01 Science and Rebirth  
04.02 Italian City-States  
04.03 Renaissance Humanities and Fine Arts

- 04.04 The Reformation and Counter-Reformation
- 04.05 Age of Discovery
- 04.06 Worlds Collide
- 04.07 Slavery
- 05.01 European Geography
- 05.02 Constitutional versus Absolute Monarchies
- 05.03 The Scientific Revolution
- 05.05 The Age of Enlightenment
- 05.06 It Was the Best of Times, It Was the Worst of Times
- 06.01 Independence and Reform
- 06.02 The Industrial Revolution
- 06.03 Political and Economic Ideologies
- 06.04 Imperialism
- 06.05 Italian and German Unification
- 06.06 Modern Reform and Independence
- 06.07 Module Review and Discussion-Based Assessment
- 07.01 Allies and Enemies World War I
- 07.02 Modern Warfare and Its Legacy
- 07.03 Between the Fires
- 07.04 The Spark and Fire
- 07.05 Dropping the Atomic Bomb
- 07.06 Genocide
- 07.07 Impact of World War II
- 08.01 The Roots of the Cold War
- 08.02 Modern China
- 08.03 Proxy Wars
- 08.04 The Iron Curtain Comes Down
- 08.05 New Nationalism
- 08.06 Globalization
- 08.07 Invisible Warfare
- 08.08 Module Review and Discussion-Based Assessment

HS.55. Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant development of world, U.S., and Oregon history.

World History v16 (55 correlated items)

- 01.01 Set the Stage
- 01.02 Monotheistic Religions
- 01.03 The Expansion of Islam
- 01.04 The Golden Age of Islam
- 01.05 The Byzantines
- 01.06 Byzantine Empire Achievement and Expansion
- 01.07 Collapse of an Empire
- 02.01 Medieval Hierarchy
- 02.02 Rulers and Robes
- 02.03 The Crusades
- 02.04 Medieval Arts and Literature
- 02.05 Guilds and a Changing Economy

- 02.06 Developing a National Identity
- 02.07 East Asia
- 02.08 Comparative History: Eastern and Western
- 03.01 West African Kingdoms
- 03.02 Big Picture Africa
- 03.03 Early Mesoamerican Civilizations
- 03.04 Central and South American Legacies and Contributions
- 03.05 Comparing and Contrasting Early American Civilizations
- 04.01 Science and Rebirth
- 04.02 Italian City-States
- 04.03 Renaissance Humanities and Fine Arts
- 04.04 The Reformation and Counter-Reformation
- 04.05 Age of Discovery
- 04.06 Worlds Collide
- 04.07 Slavery
- 05.01 European Geography
- 05.02 Constitutional versus Absolute Monarchies
- 05.03 The Scientific Revolution
- 05.04 Modern Science
- 05.05 The Age of Enlightenment
- 05.06 It Was the Best of Times, It Was the Worst of Times
- 06.01 Independence and Reform
- 06.02 The Industrial Revolution
- 06.03 Political and Economic Ideologies
- 06.04 Imperialism
- 06.05 Italian and German Unification
- 06.06 Modern Reform and Independence
- 06.07 Module Review and Discussion-Based Assessment
- 07.01 Allies and Enemies World War I
- 07.02 Modern Warfare and Its Legacy
- 07.03 Between the Fires
- 07.04 The Spark and Fire
- 07.05 Dropping the Atomic Bomb
- 07.06 Genocide
- 07.07 Impact of World War II
- 08.01 The Roots of the Cold War
- 08.02 Modern China
- 08.03 Proxy Wars
- 08.04 The Iron Curtain Comes Down
- 08.05 New Nationalism
- 08.06 Globalization
- 08.07 Invisible Warfare
- 08.08 Module Review and Discussion-Based Assessment

HS.56. Explain the development and impact of major world religions and philosophies on historical events and people.

World History v16 (8 correlated items)

01.02 Monotheistic Religions

- 01.03 The Expansion of Islam
  - 01.04 The Golden Age of Islam
  - 01.05 The Byzantines
  - 01.07 Collapse of an Empire
  - 02.07 East Asia
  - 03.01 West African Kingdoms
  - 08.02 Modern China
  - HS.57. Analyze the historical development and impact of major scientific and technological innovations, political theor
- 
- World History v16 (4 correlated items)
  - 02.04 Medieval Arts and Literature
  - 05.04 Modern Science
  - 06.02 The Industrial Revolution
  - 08.08 Module Review and Discussion-Based Assessment
  - HS.58. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperat diversity in world, U.S., and Oregon history.
- 
- World History v16 (2 correlated items)
  - 01.02 Monotheistic Religions
  - 08.03 Proxy Wars
  - HS.59. Analyze ideas critical to the development of social, labor, and political movements in history
- 
- World History v16 (2 correlated items)
  - 06.02 The Industrial Revolution
  - 08.08 Module Review and Discussion-Based Assessment
  - HS.62. Identify historical and current events, issues, and problems when national and/or global interests are/have bee analysis from multiple perspectives.
- 
- World History v16 (2 correlated items)
  - 01.02 Monotheistic Religions
  - 08.03 Proxy Wars
  - Historical Thinking
  - HS.68. Select and analyze historical information, including contradictory evidence, from a variety of primary and secur reject a claim.
- 
- World History v16 (1 correlated item)
  - 01.02 Monotheistic Religions
  - HS.69. Create and defend a historical argument utilizing primary and secondary sources as evidence.
- 
- World History v16 (1 correlated item)
  - 01.02 Monotheistic Religions
  - Social Science Analysis
  - HS.71. Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
- 
- World History v16 (53 correlated items)
  - 01.01 Set the Stage



- 01.02 Monotheistic Religions
- 01.03 The Expansion of Islam
- 01.04 The Golden Age of Islam
- 01.05 The Byzantines
- 01.06 Byzantine Empire Achievement and Expansion
- 01.07 Collapse of an Empire
- 02.01 Medieval Hierarchy
- 02.02 Rulers and Robes
- 02.03 The Crusades
- 02.04 Medieval Arts and Literature
- 02.05 Guilds and a Changing Economy
- 02.06 Developing a National Identity
- 02.07 East Asia
- 02.08 Comparative History: Eastern and Western
- 03.01 West African Kingdoms
- 03.02 Big Picture Africa
- 03.03 Early Mesoamerican Civilizations
- 03.04 Central and South American Legacies and Contributions
- 03.05 Comparing and Contrasting Early American Civilizations
- 04.01 Science and Rebirth
- 04.02 Italian City-States
- 04.03 Renaissance Humanities and Fine Arts
- 04.04 The Reformation and Counter-Reformation
- 04.05 Age of Discovery
- 04.06 Worlds Collide
- 04.07 Slavery
- 05.01 European Geography
- 05.02 Constitutional versus Absolute Monarchies
- 05.03 The Scientific Revolution
- 05.04 Modern Science
- 05.05 The Age of Enlightenment
- 05.06 It Was the Best of Times, It Was the Worst of Times
- 06.01 Independence and Reform
- 06.02 The Industrial Revolution
- 06.03 Political and Economic Ideologies
- 06.04 Imperialism
- 06.05 Italian and German Unification
- 06.06 Modern Reform and Independence
- 07.01 Allies and Enemies World War I
- 07.02 Modern Warfare and Its Legacy
- 07.03 Between the Fires
- 07.04 The Spark and Fire
- 07.05 Dropping the Atomic Bomb
- 07.06 Genocide
- 07.07 Impact of World War II
- 08.01 The Roots of the Cold War
- 08.02 Modern China

- 08.03 Proxy Wars
- 08.04 The Iron Curtain Comes Down
- 08.05 New Nationalism
- 08.06 Globalization
- 08.07 Invisible Warfare

HS.72. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose and limitation, cause and effect, chronological, procedural, technical).

World History v16 (53 correlated items)

- 01.01 Set the Stage
- 01.02 Monotheistic Religions
- 01.03 The Expansion of Islam
- 01.04 The Golden Age of Islam
- 01.05 The Byzantines
- 01.06 Byzantine Empire Achievement and Expansion
- 01.07 Collapse of an Empire
- 02.01 Medieval Hierarchy
- 02.02 Rulers and Robes
- 02.03 The Crusades
- 02.04 Medieval Arts and Literature
- 02.05 Guilds and a Changing Economy
- 02.06 Developing a National Identity
- 02.07 East Asia
- 02.08 Comparative History: Eastern and Western
- 03.01 West African Kingdoms
- 03.02 Big Picture Africa
- 03.03 Early Mesoamerican Civilizations
- 03.04 Central and South American Legacies and Contributions
- 03.05 Comparing and Contrasting Early American Civilizations
- 04.01 Science and Rebirth
- 04.02 Italian City-States
- 04.03 Renaissance Humanities and Fine Arts
- 04.04 The Reformation and Counter-Reformation
- 04.05 Age of Discovery
- 04.06 Worlds Collide
- 04.07 Slavery
- 05.01 European Geography
- 05.02 Constitutional versus Absolute Monarchies
- 05.03 The Scientific Revolution
- 05.04 Modern Science
- 05.05 The Age of Enlightenment
- 05.06 It Was the Best of Times, It Was the Worst of Times
- 06.01 Independence and Reform
- 06.02 The Industrial Revolution
- 06.03 Political and Economic Ideologies
- 06.04 Imperialism

- 06.05 Italian and German Unification
- 06.06 Modern Reform and Independence
- 07.01 Allies and Enemies World War I
- 07.02 Modern Warfare and Its Legacy
- 07.03 Between the Fires
- 07.04 The Spark and Fire
- 07.05 Dropping the Atomic Bomb
- 07.06 Genocide
- 07.07 Impact of World War II
- 08.01 The Roots of the Cold War
- 08.02 Modern China
- 08.03 Proxy Wars
- 08.04 The Iron Curtain Comes Down
- 08.05 New Nationalism
- 08.06 Globalization
- 08.07 Invisible Warfare

HS.74. Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, term effects.

World History v16 (55 correlated items)

- 01.01 Set the Stage
- 01.02 Monotheistic Religions
- 01.03 The Expansion of Islam
- 01.04 The Golden Age of Islam
- 01.05 The Byzantines
- 01.06 Byzantine Empire Achievement and Expansion
- 01.07 Collapse of an Empire
- 02.01 Medieval Hierarchy
- 02.02 Rulers and Robes
- 02.03 The Crusades
- 02.04 Medieval Arts and Literature
- 02.05 Guilds and a Changing Economy
- 02.06 Developing a National Identity
- 02.07 East Asia
- 02.08 Comparative History: Eastern and Western
- 03.01 West African Kingdoms
- 03.02 Big Picture Africa
- 03.03 Early Mesoamerican Civilizations
- 03.04 Central and South American Legacies and Contributions
- 03.05 Comparing and Contrasting Early American Civilizations
- 04.01 Science and Rebirth
- 04.02 Italian City-States
- 04.03 Renaissance Humanities and Fine Arts
- 04.04 The Reformation and Counter-Reformation
- 04.05 Age of Discovery
- 04.06 Worlds Collide
- 04.07 Slavery

- 05.01 European Geography
- 05.02 Constitutional versus Absolute Monarchies
- 05.03 The Scientific Revolution
- 05.04 Modern Science
- 05.05 The Age of Enlightenment
- 05.06 It Was the Best of Times, It Was the Worst of Times
- 06.01 Independence and Reform
- 06.02 The Industrial Revolution
- 06.03 Political and Economic Ideologies
- 06.04 Imperialism
- 06.05 Italian and German Unification
- 06.06 Modern Reform and Independence
- 06.07 Module Review and Discussion-Based Assessment
- 07.01 Allies and Enemies World War I
- 07.02 Modern Warfare and Its Legacy
- 07.03 Between the Fires
- 07.04 The Spark and Fire
- 07.05 Dropping the Atomic Bomb
- 07.06 Genocide
- 07.07 Impact of World War II
- 08.01 The Roots of the Cold War
- 08.02 Modern China
- 08.03 Proxy Wars
- 08.04 The Iron Curtain Comes Down
- 08.05 New Nationalism
- 08.06 Globalization
- 08.07 Invisible Warfare
- 08.08 Module Review and Discussion-Based Assessment

50. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.

51. Allow teachers to access, revise/edit, share and print from digital sources to

create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).

52. Use varied modes of assessment (e.g., pre-, formative, summative, peer,

group/ collaborative, and self-assessment).

53. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.

54. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.

55. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g.,

Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students, and

Alternative Education students).

56. Includes a scoring guide and/or rubric

for essential question.

57. Includes test bank with:

a. manipulative documents, essay questions, maps, political cartoons, multiple choice questions

b. opportunity to add own questions to test bank material and to create an additional/alternative if needed

c. scoring guide/rubric for test bank essays

58. Provides student samples and model

examples for possible short answer questions and/or essays.

59. Provides hands-on formative assessments that allow students the

opportunity to practice a given concept.

Available to modify, adjust and scaffold as the teacher deems appropriate.

## Oregon Academic Content Standards: Social Studies - Grade 10

### Social Studies

#### Grade: 10

OR.SS.HS. High School

Civics and Government

HS.1. Analyze the impact of constitutional amendments on groups,

US History CR (8 correlated items)

01.05 A New South

03.06 War at Home

01.04 Rebuilding the Government

01.06 Face of Freedom

02.05 Rise of the Political Machines

04.04 Challenges to Civil Rights

04.07 Review and Discussion-Based Assessment

07.03 Minority Rights

HS.3. Compare and contrast the United States' republican form of

US History CR (1 correlated item)

05.01 World War Again

HS.7. Analyze political parties, interest and community groups, and

US History CR (2 correlated items)

06.07 Disillusionment

07.01 The Great Society

HS.8. Analyze United States foreign policy and the role of

US History CR (24 correlated items)

03.06 War at Home

03.01 Isolationism, Intervention, and Imperialism

03.02 U.S. Territorial Expansion

03.03 The Great War

03.04 Preparing for War

03.05 A New Kind of War

03.07 Peace, Demobilization, and Next Steps

04.01 Isolationism

05.01 World War Again

05.02 The United States at War

05.03 Two Wars file

05.04 Holocaust

05.05 War at Home

05.06 War Ends

06.02 The Early Cold War

06.03 The Cold War at Home

06.04 The Korean War

06.05 Cold War

06.06 Vietnam War  
06.07 Disillusionment  
06.08 Review and Discussion-Based Assessment  
08.02 The 1980s  
08.03 A New Millennium  
08.04 Terrorism and Human Rights

HS.9. Examine and evaluate documents related to the Constitution

US History CR (5 correlated items)  
01.05 A New South  
01.02 Set the Stage  
01.04 Rebuilding the Government  
04.03 Cultural Changes of the 1920s  
06.07 Disillusionment

HS.10. Explain the roles and responsibilities of active members of a

US History CR (11 correlated items)  
01.05 A New South  
01.04 Rebuilding the Government  
01.06 Face of Freedom  
02.05 Rise of the Political Machines  
02.07 Social Change  
02.08 Review and Discussion-Based Assessment  
03.04 Preparing for War  
05.02 The United States at War  
07.02 Peace or Power  
07.03 Minority Rights  
07.04 Civil Rights Decisions

HS.11. Examine the pluralistic realities of society recognizing issues of

US History CR (9 correlated items)  
01.05 A New South  
01.06 Face of Freedom  
03.05 A New Kind of War  
04.04 Challenges to Civil Rights  
05.05 War at Home  
07.01 The Great Society  
07.02 Peace or Power  
07.03 Minority Rights  
07.04 Civil Rights Decisions

HS.12. Examine the power of government and evaluate the reasoning

US History CR (5 correlated items)  
01.06 Face of Freedom  
04.07 Review and Discussion-Based Assessment  
07.02 Peace or Power  
07.04 Civil Rights Decisions



- 08.05 Review and Discussion-Based Assessment
- HS.13. Examine and analyze provisions of the Oregon Constitution
- US History CR (3 correlated items)
- 01.02 Set the Stage
- 01.04 Rebuilding the Government
- 04.03 Cultural Changes of the 1920s
- Economics
- Microeconomics/Decision Making
- HS.14. Analyze how determinants cause supply and demand to shift
- US History CR (2 correlated items)
- 04.02 The Roaring Twenties
- 04.06 The New Deal
- National Economy
- HS.16. Evaluate the selection of monetary and fiscal policies in
- US History CR (1 correlated item)
- 04.05 The Great Depression
- HS.17. Analyze benefits and risks of business organizations
- US History CR (3 correlated items)
- 02.02 Innovation Nation
- 02.03 Populism
- 02.08 Review and Discussion-Based Assessment
- HS.18. Use economic indicators to analyze the current and future
- US History CR (2 correlated items)
- 08.01 The 1970s
- 08.03 A New Millennium
- HS.20. Explain the function of the stock market.
- US History CR (1 correlated item)
- 04.05 The Great Depression
- Global Economy
- HS.25. Explain how the global economy has developed and describe
- US History CR (3 correlated items)
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- HS.26. Explain how current globalization trends and policies affect
- US History CR (3 correlated items)
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium

HS.27. Describe characteristics of command, market, traditional, and

US History CR (1 correlated item)

04.02 The Roaring Twenties

HS.28. Explain why advancements in technology and investments in

US History CR (1 correlated item)

04.02 The Roaring Twenties

Multicultural Studies

HS.9. Examine and evaluate documents related to the Constitution

US History CR (5 correlated items)

01.05 A New South

01.02 Set the Stage

01.04 Rebuilding the Government

04.03 Cultural Changes of the 1920s

06.07 Disillusionment

HS.11. Examine the pluralistic realities of society (such as ethnic and

US History CR (18 correlated items)

01.05 A New South

01.03 Civil War

01.04 Rebuilding the Government

01.06 Face of Freedom

01.07 Westward Expansion

02.07 Social Change

02.08 Review and Discussion-Based Assessment

03.05 A New Kind of War

04.03 Cultural Changes of the 1920s

04.04 Challenges to Civil Rights

04.07 Review and Discussion-Based Assessment

05.05 War at Home

06.01 The Fifties and Sixties

06.08 Review and Discussion-Based Assessment

07.02 Peace or Power

07.03 Minority Rights

07.04 Civil Rights Decisions

08.05 Review and Discussion-Based Assessment

HS.12. Examine the power of government and evaluate the reasoning

US History CR (5 correlated items)

01.06 Face of Freedom

04.07 Review and Discussion-Based Assessment

07.02 Peace or Power

07.04 Civil Rights Decisions

08.05 Review and Discussion-Based Assessment

HS.42. Use geographic data to analyze the interconnectedness of

- US History CR (2 correlated items)  
 01.01 Geography  
 02.01 Industrialization Changes America  
 HS.43. Analyze the reciprocal nature of how historical events and
- US History CR (2 correlated items)  
 01.06 Face of Freedom  
 01.07 Westward Expansion  
 HS.55. Analyze the complexity of the interaction of multiple
- US History CR (20 correlated items)  
 01.05 A New South  
 01.03 Civil War  
 01.04 Rebuilding the Government  
 01.06 Face of Freedom  
 01.07 Westward Expansion  
 02.07 Social Change  
 02.08 Review and Discussion-Based Assessment  
 03.05 A New Kind of War  
 04.03 Cultural Changes of the 1920s  
 04.04 Challenges to Civil Rights  
 04.07 Review and Discussion-Based Assessment  
 05.05 War at Home  
 06.01 The Fifties and Sixties  
 06.08 Review and Discussion-Based Assessment  
 07.01 The Great Society  
 07.02 Peace or Power  
 07.03 Minority Rights  
 07.04 Civil Rights Decisions  
 08.04 Terrorism and Human Rights  
 08.05 Review and Discussion-Based Assessment  
 HS.56. Explain the development and impact of major world religions
- US History CR (2 correlated items)  
 02.08 Review and Discussion-Based Assessment  
 08.05 Review and Discussion-Based Assessment  
 HS.60. Analyze the history, culture, tribal sovereignty, and historical
- US History CR (5 correlated items)  
 01.07 Westward Expansion  
 04.04 Challenges to Civil Rights  
 04.07 Review and Discussion-Based Assessment  
 05.05 War at Home  
 07.03 Minority Rights  
 HS.61. Analyze and explain persistent historical, social and political

US History CR (12 correlated items)

01.05 A New South  
01.06 Face of Freedom  
03.05 A New Kind of War  
04.04 Challenges to Civil Rights  
05.05 War at Home  
06.01 The Fifties and Sixties  
07.01 The Great Society  
07.02 Peace or Power  
07.03 Minority Rights  
07.04 Civil Rights Decisions  
08.04 Terrorism and Human Rights  
08.05 Review and Discussion-Based Assessment

HS.62. Identify historical and current events, issues, and problems

US History CR (28 correlated items)

03.06 War at Home  
01.03 Civil War  
01.04 Rebuilding the Government  
01.07 Westward Expansion  
02.06 Labor Movements  
03.02 U.S. Territorial Expansion  
03.03 The Great War  
03.04 Preparing for War  
03.05 A New Kind of War  
03.07 Peace, Demobilization, and Next Steps  
04.01 Isolationism  
04.04 Challenges to Civil Rights  
05.01 World War Again  
05.02 The United States at War  
05.03 Two Wars file  
05.04 Holocaust  
05.05 War at Home  
05.06 War Ends  
06.02 The Early Cold War  
06.03 The Cold War at Home  
06.04 The Korean War  
06.05 Cold War  
06.06 Vietnam War  
06.07 Disillusionment  
06.08 Review and Discussion-Based Assessment  
08.03 A New Millennium  
08.04 Terrorism and Human Rights  
08.05 Review and Discussion-Based Assessment

HS.63. Identify and analyze ethnic groups (including individuals who

US History CR (18 correlated items)

- 01.05 A New South
  - 01.03 Civil War
  - 01.04 Rebuilding the Government
  - 01.06 Face of Freedom
  - 01.07 Westward Expansion
  - 02.07 Social Change
  - 02.08 Review and Discussion-Based Assessment
  - 03.05 A New Kind of War
  - 04.03 Cultural Changes of the 1920s
  - 04.04 Challenges to Civil Rights
  - 04.07 Review and Discussion-Based Assessment
  - 05.05 War at Home
  - 06.01 The Fifties and Sixties
  - 06.08 Review and Discussion-Based Assessment
  - 07.02 Peace or Power
  - 07.03 Minority Rights
  - 07.04 Civil Rights Decisions
  - 08.05 Review and Discussion-Based Assessment
- HS.65. Identify and analyze the nature of systemic oppression on

- US History CR (19 correlated items)
- 01.05 A New South
  - 01.03 Civil War
  - 01.04 Rebuilding the Government
  - 01.06 Face of Freedom
  - 01.07 Westward Expansion
  - 02.07 Social Change
  - 02.08 Review and Discussion-Based Assessment
  - 03.05 A New Kind of War
  - 04.03 Cultural Changes of the 1920s
  - 04.04 Challenges to Civil Rights
  - 04.07 Review and Discussion-Based Assessment
  - 05.05 War at Home
  - 06.01 The Fifties and Sixties
  - 06.08 Review and Discussion-Based Assessment
  - 07.01 The Great Society
  - 07.02 Peace or Power
  - 07.03 Minority Rights
  - 07.04 Civil Rights Decisions
  - 08.05 Review and Discussion-Based Assessment

HS.66. Examine and analyze the multiple perspectives and

- US History CR (18 correlated items)
- 01.05 A New South
  - 01.03 Civil War
  - 01.04 Rebuilding the Government
  - 01.06 Face of Freedom

	01.07 Westward Expansion
	02.07 Social Change
	02.08 Review and Discussion-Based Assessment
	03.05 A New Kind of War
	04.03 Cultural Changes of the 1920s
	04.04 Challenges to Civil Rights
	04.07 Review and Discussion-Based Assessment
	05.05 War at Home
	06.01 The Fifties and Sixties
	06.08 Review and Discussion-Based Assessment
	07.02 Peace or Power
	07.03 Minority Rights
	07.04 Civil Rights Decisions
	08.05 Review and Discussion-Based Assessment
	Financial Literacy
HS.35.	Compare and contrast different investment options in
	US History CR (1 correlated item)
	04.05 The Great Depression
	Geography
HS.41.	Use maps, satellite images, photographs, and other
	US History CR (3 correlated items)
	01.01 Geography
	01.03 Civil War
	03.01 Isolationism, Intervention, and Imperialism
HS.43.	Analyze the reciprocal nature of how historical events and
	US History CR (2 correlated items)
	01.06 Face of Freedom
	01.07 Westward Expansion
HS.44.	Analyze the impact of economic activities and political
	US History CR (2 correlated items)
	01.01 Geography
	02.01 Industrialization Changes America
HS.47.	Explain how political and economic power dynamics
	US History CR (2 correlated items)
	01.01 Geography
	02.01 Industrialization Changes America
HS.48.	Analyze how humans have used technology to modify the
	US History CR (1 correlated item)
	02.01 Industrialization Changes America
HS.49.	Assess the impact of human settlement activities on the

- US History CR (2 correlated items)  
 01.01 Geography  
 08.03 A New Millennium
- HS.50. Determine the influence of long-term climate change and
- US History CR (1 correlated item)  
 08.03 A New Millennium
- HS.51. Evaluate the consequences of human-made and natural
- US History CR (2 correlated items)  
 08.04 Terrorism and Human Rights  
 08.05 Review and Discussion-Based Assessment  
 History (Local, State, National, and World) [United States  
 Historical Knowledge
- HS.54. Evaluate continuity and change over the course of world and
- US History CR (52 correlated items)  
 01.05 A New South  
 03.06 War at Home  
 01.01 Geography  
 01.02 Set the Stage  
 01.03 Civil War  
 01.04 Rebuilding the Government  
 01.06 Face of Freedom  
 01.07 Westward Expansion  
 02.01 Industrialization Changes America  
 02.02 Innovation Nation  
 02.03 Populism  
 02.04 Coming to America  
 02.05 Rise of the Political Machines  
 02.06 Labor Movements  
 02.07 Social Change  
 02.08 Review and Discussion-Based Assessment  
 03.01 Isolationism, Intervention, and Imperialism  
 03.02 U.S. Territorial Expansion  
 03.03 The Great War  
 03.04 Preparing for War  
 03.05 A New Kind of War  
 03.07 Peace, Demobilization, and Next Steps  
 04.01 Isolationism  
 04.02 The Roaring Twenties  
 04.03 Cultural Changes of the 1920s  
 04.04 Challenges to Civil Rights  
 04.05 The Great Depression  
 04.06 The New Deal  
 04.07 Review and Discussion-Based Assessment  
 05.01 World War Again

- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment
- HS.55. Analyze the complexity of the interaction of multiple

US History CR (52 correlated items)

- 01.05 A New South
- 03.06 War at Home
- 01.01 Geography
- 01.02 Set the Stage
- 01.03 Civil War
- 01.04 Rebuilding the Government
- 01.06 Face of Freedom
- 01.07 Westward Expansion
- 02.01 Industrialization Changes America
- 02.02 Innovation Nation
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 02.08 Review and Discussion-Based Assessment
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps



- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights
- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.56. Explain the development and impact of major world religions

- US History CR (2 correlated items)
- 02.08 Review and Discussion-Based Assessment
- 05.04 Holocaust

HS.57. Analyze the historical development and impact of major

- US History CR (5 correlated items)
- 02.01 Industrialization Changes America
- 02.02 Innovation Nation
- 04.03 Cultural Changes of the 1920s
- 06.01 The Fifties and Sixties
- 08.03 A New Millennium

HS.58. Examine and evaluate the origins of fundamental political

- US History CR (27 correlated items)
- 03.06 War at Home

- 01.03 Civil War
- 01.04 Rebuilding the Government
- 01.07 Westward Expansion
- 02.06 Labor Movements
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.04 Challenges to Civil Rights
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.59. Analyze ideas critical to the development of social, labor, and

- US History CR (11 correlated items)
- 02.01 Industrialization Changes America
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 02.08 Review and Discussion-Based Assessment
- 04.01 Isolationism
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions

HS.60. Analyze the history, culture, tribal sovereignty, and historical

- US History CR (5 correlated items)
- 01.07 Westward Expansion
- 04.04 Challenges to Civil Rights
- 04.07 Review and Discussion-Based Assessment
- 05.05 War at Home

- 07.03 Minority Rights
- HS.61. Analyze and explain persistent historical, social and political

US History CR (12 correlated items)

- 01.05 A New South
- 01.06 Face of Freedom
- 03.05 A New Kind of War
- 04.04 Challenges to Civil Rights
- 05.05 War at Home
- 06.01 The Fifties and Sixties
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

- HS.62. Identify historical and current events, issues, and problems

US History CR (30 correlated items)

- 03.06 War at Home
- 01.03 Civil War
- 01.04 Rebuilding the Government
- 01.07 Westward Expansion
- 02.06 Labor Movements
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.04 Challenges to Civil Rights
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 08.02 The 1980s
- 08.03 A New Millennium

08.04 Terrorism and Human Rights  
08.05 Review and Discussion-Based Assessment  
HS.63. Identify and analyze ethnic groups (including individuals who

US History CR (18 correlated items)  
01.05 A New South  
01.03 Civil War  
01.04 Rebuilding the Government  
01.06 Face of Freedom  
01.07 Westward Expansion  
02.07 Social Change  
02.08 Review and Discussion-Based Assessment  
03.05 A New Kind of War  
04.03 Cultural Changes of the 1920s  
04.04 Challenges to Civil Rights  
04.07 Review and Discussion-Based Assessment  
05.05 War at Home  
06.01 The Fifties and Sixties  
06.08 Review and Discussion-Based Assessment  
07.02 Peace or Power  
07.03 Minority Rights  
07.04 Civil Rights Decisions  
08.05 Review and Discussion-Based Assessment

HS.65. Identify and analyze the nature of systemic oppression on

US History CR (12 correlated items)  
01.05 A New South  
01.06 Face of Freedom  
03.05 A New Kind of War  
04.04 Challenges to Civil Rights  
05.04 Holocaust  
05.05 War at Home  
07.01 The Great Society  
07.02 Peace or Power  
07.03 Minority Rights  
07.04 Civil Rights Decisions  
08.04 Terrorism and Human Rights  
08.05 Review and Discussion-Based Assessment

HS.66. Examine and analyze the multiple perspectives and

US History CR (12 correlated items)  
01.05 A New South  
01.06 Face of Freedom  
03.05 A New Kind of War  
04.04 Challenges to Civil Rights  
05.04 Holocaust  
05.05 War at Home

- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment
- Historical Thinking

HS.67. Evaluate historical sources for perspective, limitations,

US History CR (5 correlated items)

- 01.02 Set the Stage
- 02.03 Populism
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.05 A New Kind of War

HS.68. Select and analyze historical information, including

US History CR (47 correlated items)

- 01.05 A New South
- 03.06 War at Home
- 01.02 Set the Stage
- 01.04 Rebuilding the Government
- 01.06 Face of Freedom
- 01.07 Westward Expansion
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights
- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home

- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.69. Create and defend a historical argument utilizing primary and

US History CR (47 correlated items)

- 01.05 A New South
- 03.06 War at Home
- 01.02 Set the Stage
- 01.04 Rebuilding the Government
- 01.06 Face of Freedom
- 01.07 Westward Expansion
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights
- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War

- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.70. Identify and critique how the perspective of contemporary

US History CR (19 correlated items)

- 01.05 A New South
- 01.02 Set the Stage
- 01.07 Westward Expansion
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.05 The Great Depression
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.02 The Early Cold War
- 06.06 Vietnam War
- 07.02 Peace or Power

Social Science Analysis

HS.71. Construct arguments using precise claims, integrating and

US History CR (44 correlated items)

- 03.06 War at Home
- 01.02 Set the Stage
- 01.07 Westward Expansion
- 02.02 Innovation Nation
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights
- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment
- HS.72. Construct explanations using sound reasoning, correct

US History CR (44 correlated items)



- 03.06 War at Home
- 01.02 Set the Stage
- 01.07 Westward Expansion
- 02.02 Innovation Nation
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights
- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.73. Identify and analyze multiple and diverse perspectives as

US History CR (19 correlated items)

- 01.05 A New South
- 01.02 Set the Stage
- 01.07 Westward Expansion
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.05 The Great Depression
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.02 The Early Cold War
- 06.06 Vietnam War
- 07.02 Peace or Power

HS.74. Analyze an event, issue, problem, or phenomenon, critiquing

US History CR (51 correlated items)

- 01.05 A New South
- 03.06 War at Home
- 01.01 Geography
- 01.03 Civil War
- 01.04 Rebuilding the Government
- 01.06 Face of Freedom
- 01.07 Westward Expansion
- 02.01 Industrialization Changes America
- 02.02 Innovation Nation
- 02.03 Populism
- 02.04 Coming to America
- 02.05 Rise of the Political Machines
- 02.06 Labor Movements
- 02.07 Social Change
- 02.08 Review and Discussion-Based Assessment
- 03.01 Isolationism, Intervention, and Imperialism
- 03.02 U.S. Territorial Expansion
- 03.03 The Great War
- 03.04 Preparing for War
- 03.05 A New Kind of War
- 03.07 Peace, Demobilization, and Next Steps
- 04.01 Isolationism
- 04.02 The Roaring Twenties
- 04.03 Cultural Changes of the 1920s
- 04.04 Challenges to Civil Rights

- 04.05 The Great Depression
- 04.06 The New Deal
- 04.07 Review and Discussion-Based Assessment
- 05.01 World War Again
- 05.02 The United States at War
- 05.03 Two Wars file
- 05.04 Holocaust
- 05.05 War at Home
- 05.06 War Ends
- 06.01 The Fifties and Sixties
- 06.02 The Early Cold War
- 06.03 The Cold War at Home
- 06.04 The Korean War
- 06.05 Cold War
- 06.06 Vietnam War
- 06.07 Disillusionment
- 06.08 Review and Discussion-Based Assessment
- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.01 The 1970s
- 08.02 The 1980s
- 08.03 A New Millennium
- 08.04 Terrorism and Human Rights
- 08.05 Review and Discussion-Based Assessment

HS.75. Evaluate options for individual and collective actions to

US History CR (6 correlated items)

- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.02 The 1980s
- 08.03 A New Millennium

HS.76. Propose, compare, and evaluate multiple responses,

US History CR (6 correlated items)

- 07.01 The Great Society
- 07.02 Peace or Power
- 07.03 Minority Rights
- 07.04 Civil Rights Decisions
- 08.02 The 1980s
- 08.03 A New Millennium

## Oregon Academic Content Standards: Social Studies - Grade 10

Notes are based on the correlation guide provided FVLS and through review of course materials and contents. Although not course is lacking, rather, multiple area

### Social Studies

#### Grade: 10

OR.SS.HS. High School

Economics

National Economy

HS.16. Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicat

Personal Financial Literacy v19 (4 correlated items)

02.03 Government Regulation

02.06 A Time to Spend, A Time to Save Review and Discussion-Based Assessment

03.05 Fiscal Policy and Economic Growth Honors

03.06 Understanding Credit Review and Discussion-Based Assessment

HS.18. Use economic indicators to analyze the current and future state of the economy (including but not limited to un  
stock market, building permits).

Personal Financial Literacy v19 (4 correlated items)

01.02 Earning an Income

02.04 Interest Rates and Inflation

02.06 A Time to Spend, A Time to Save Review and Discussion-Based Assessment

04.01 Growing Your Money

HS.20. Explain the function of the stock market.

Personal Financial Literacy v19 (2 correlated items)

04.01 Growing Your Money

04.02 Taking Risks

- HS.24. Describe the possible benefits and consequences, both intended and unintended, of government policies to improve the economy.
- Personal Financial Literacy v19 (5 correlated items)
- 02.03 Government Regulation
- 02.06 A Time to Spend, A Time to Save Review and **Discussion-Based Assessment**
- 03.05 Fiscal Policy and Economic Growth Honors
- 03.06 Understanding Credit Review and **Discussion-Based Assessment**
- 04.02 Taking Risks
- Financial Literacy
- HS.30. Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit.
- Personal Financial Literacy v19 (3 correlated items)
- 03.03 Credit Reports and Scores
- 03.06 Understanding Credit Review and **Discussion-Based Assessment**
- 04.04 Identity Theft
- HS.31. Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home).
- Personal Financial Literacy v19 (3 correlated items)
- 04.03 Insurance
- 04.04 Identity Theft
- 04.06 Managing Risk Review and **Discussion-Based Assessment**
- HS.32. Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and other financial risks.
- Personal Financial Literacy v19 (6 correlated items)
- 01.04 Why Budget?
- 03.01 Credit Cards
- 03.04 Managing Debt
- 03.06 Understanding Credit Review and **Discussion-Based Assessment**
- 04.04 Identity Theft
- 04.06 Managing Risk Review and **Discussion-Based Assessment**
- HS.33. Compare and contrast tools for managing and protecting personal finances.
- Personal Financial Literacy v19 (9 correlated items)
- 01.04 Why Budget?
- 01.05 Education, Careers, and Income Review and **Discussion-Based Assessment**
- 02.05 Savings Impacts Honors
- 03.02 Car, Home, and Student Loans
- 03.04 Managing Debt
- 04.01 Growing Your Money
- 04.03 Insurance
- 04.04 Identity Theft
- 04.06 Managing Risk Review and **Discussion-Based Assessment**
- HS.34. Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business banking).

Personal Financial Literacy v19 (1 correlated item)

02.02 Saving Your Money

- HS.35. Compare and contrast different investment options in weighing risk versus return to meet financial goals for long CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).

Personal Financial Literacy v19 (6 correlated items)

02.02 Saving Your Money

02.05 Savings Impacts Honors

04.01 Growing Your Money

04.02 Taking Risks

04.05 Analyzing Data Honors

04.06 Managing Risk Review and Discussion-Based Assessment

- HS.36. Identify and explain strategies for creating a budget that balances income and expenses and encourages saving f

Personal Financial Literacy v19 (7 correlated items)

01.04 Why Budget?

01.05 Education, Careers, and Income Review and Discussion-Based Assessment

02.05 Savings Impacts Honors

03.02 Car, Home, and Student Loans

03.04 Managing Debt

04.01 Growing Your Money

04.03 Insurance

- HS.37. Compare and contrast the various types of loans available, how to obtain them and the function of compounding secondary education.

Personal Financial Literacy v19 (2 correlated items)

03.02 Car, Home, and Student Loans

03.06 Understanding Credit Review and Discussion-Based Assessment

- HS.39. Analyze how external factors such as marketing and advertising techniques might influence spending and saving

Personal Financial Literacy v19 (2 correlated items)

02.01 Be a Smart Consumer

02.05 Savings Impacts Honors

Social Science Analysis

- HS.71. Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, ( evidentiary strengths and weaknesses.

Personal Financial Literacy v19 (5 correlated items)

01.01 Education and Training

02.05 Savings Impacts Honors

03.03 Credit Reports and Scores

03.05 Fiscal Policy and Economic Growth Honors

04.01 Growing Your Money

HS.72. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and

Personal Financial Literacy v19 (5 correlated items)

01.01 Education and Training

02.05 Savings Impacts Honors

03.03 Credit Reports and Scores

03.05 Fiscal Policy and Economic Growth Honors

04.01 Growing Your Money

HS.74. Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, a

Personal Financial Literacy v19 (4 correlated items)

02.03 Government Regulation

02.06 A Time to Spend, A Time to Save Review and Discussion-Based Assessment

03.04 Managing Debt

04.02 Taking Risks

HS.76. Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach i

Personal Financial Literacy v19 (4 correlated items)

02.03 Government Regulation

02.06 A Time to Spend, A Time to Save Review and Discussion-Based Assessment

03.04 Managing Debt

04.02 Taking Risks

## Oregon Academic Content Standards: Technology Education - Grade 10

### Technology Education

#### Grade: 10

##### OR.LIB1. Information Literacy

DEFINITION: Use strategies for locating, selecting, organizing, understanding, evaluating, using and producing information.

##### LIB1.1. Use skills, resources, and tools to inquire, think critically and gain knowledge.

##### LIB1.1.A. Follow an inquiry-based process to seek knowledge.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

##### LIB1.1.C. Develop, select, clarify and use questions and strategies to search for information.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

##### LIB1.1.E. Select appropriate digital and other information tools for accessing content.

Digital Information Technology v18 (2 correlated items)

05.05 Rock Your Research

06.04 Discussion-Based Assessment

##### LIB1.1.F. Evaluate information for accuracy, validity, importance and bias.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

##### LIB1.1.H. Collaborate to broaden and deepen understanding.

Digital Information Technology v18 (8 correlated items)

01.04 Networks and What They Do

02.06 Discussion-Based Assessment

03.02 Success in the Workplace

03.04 Project Protocol

04.05 Discussion-Based Assessment

06.04 Discussion-Based Assessment

Segment One Collaboration

Segment Two Collaboration

##### LIB1.1.I. Assess the effectiveness of questions, strategies and processes used in research to find information.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

##### LIB1.2. Use skills, resources and tools to draw conclusions, make informed decisions, create new knowledge and apply situations.

##### LIB1.2.A. Analyze and evaluate information to draw conclusions and make informed decisions.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research



LIB1.2.B. Analyze, organize and synthesize information using a variety of tools.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

LIB1.2.C. Use information to answer questions, solve real-world problems and inspire further investigation.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

LIB1.2.D. Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.

Digital Information Technology v18 (8 correlated items)

01.04 Networks and What They Do

02.06 Discussion-Based Assessment

03.02 Success in the Workplace

03.04 Project Protocol

04.05 Discussion-Based Assessment

06.04 Discussion-Based Assessment

Segment One Collaboration

Segment Two Collaboration

LIB1.2.E. Reach and defend informed conclusions based on best evidence.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

LIB1.2.F. Evaluate the effectiveness of the skills and tools used to create new knowledge.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

LIB1.3. Use skills, resources and tools to create and share work that expresses and demonstrates new understandings.

LIB1.3.A. Analyze delivery formats for sharing understanding.

Digital Information Technology v18 (4 correlated items)

02.07 Module Two Project

04.06 Module Four Project

06.05 Module Six Project

07.05 Module Seven Project

LIB1.3.B. Use appropriate tools to create and share new work.

Digital Information Technology v18 (4 correlated items)

02.07 Module Two Project

04.06 Module Four Project

06.05 Module Six Project

07.05 Module Seven Project

LIB1.3.D. Reflect on a product's effectiveness in expressing and demonstrating new understanding.

Digital Information Technology v18 (1 correlated item)

05.05 Rock Your Research

- OR.LIB2. Reading Engagement  
 DEFINITION: Read to pursue intellectual, personal and emotional growth for life.
- LIB2.1. Develop an appreciation for reading.
- LIB2.1.C. Read to answer questions, make decisions or solve problems.
- Digital Information Technology v18 (1 correlated item)  
 05.05 Rock Your Research
- LIB2.2. Comprehend, interpret and evaluate informational and fictional text.
- LIB2.2.B. Demonstrate reading for meaning, evaluate evidence, find the main and supporting details, form opinions and
- Digital Information Technology v18 (1 correlated item)  
 05.05 Rock Your Research
- LIB2.2.C. Read to evaluate history, current events and personal decisions.
- Digital Information Technology v18 (1 correlated item)  
 05.05 Rock Your Research
- LIB2.3. Build reading skills and behaviors for life-long learning.
- LIB2.3.D. Make personal connections to the real world when reading a variety of texts.
- Digital Information Technology v18 (1 correlated item)  
 05.05 Rock Your Research
- LIB2.3.E. Demonstrate resiliency, perseverance and stamina when reading a variety of texts.
- Digital Information Technology v18 (1 correlated item)  
 05.05 Rock Your Research
- OR.LIB3. Social Responsibility  
 DEFINITION: Share knowledge and participate ethically and productively as members of our democratic society
- LIB3.1. Practice ethical behavior to share knowledge.
- LIB3.1.A. Use appropriate language when communicating with others.
- Digital Information Technology v18 (1 correlated item)  
 03.02 Success in the Workplace
- LIB3.1.B. Participate in and advocate for safe and ethical communication.
- Digital Information Technology v18 (1 correlated item)  
 03.01 Be Ethical
- LIB3.2. Practice ethical behavior when using print and digital resources.
- LIB3.2.B. Generate accurate source citations and respect copyright law.
- Digital Information Technology v18 (1 correlated item)  
 03.01 Be Ethical
- LIB3.2.C. Avoid plagiarism and respect the intellectual property of others when gathering, presenting or publishing inform
- Digital Information Technology v18 (1 correlated item)  
 03.01 Be Ethical

- OR.LIB4. Technology Integration  
DEFINITION: Employ digital technology and communication tools or networks to locate, evaluate, use, create and
- LIB4.1. Use a variety of digital environments and formats to support information literacy.
- LIB4.1.A. Find, evaluate and select appropriate digital resources to answer questions.
- Digital Information Technology v18 (1 correlated item)  
05.05 Rock Your Research
- LIB4.1.B. Select appropriate digital tools for accessing content.
- Digital Information Technology v18 (2 correlated items)  
05.05 Rock Your Research  
06.04 Discussion-Based Assessment
- LIB4.1.C. Evaluate digital information sources for accuracy, validity, importance and bias.
- Digital Information Technology v18 (1 correlated item)  
05.05 Rock Your Research
- LIB4.1.E. Collaborate online and in digital environments to broaden and deepen knowledge.
- Digital Information Technology v18 (11 correlated items)  
01.04 Networks and What They Do  
02.01 Explore Office Online  
02.02 Email Basics  
02.06 Discussion-Based Assessment  
03.02 Success in the Workplace  
03.04 Project Protocol  
04.05 Discussion-Based Assessment  
05.03 Accepting Applications  
06.04 Discussion-Based Assessment  
Segment One Collaboration  
Segment Two Collaboration
- LIB4.1.F. Use digital tools to analyze and organize information.
- Digital Information Technology v18 (2 correlated items)  
05.05 Rock Your Research  
06.04 Discussion-Based Assessment
- LIB4.1.G. Use information from digital sources to answer questions, solve real-world problems and inspire further investi
- Digital Information Technology v18 (1 correlated item)  
05.05 Rock Your Research
- LIB4.1.H. Explore digital tools to create and share works that express and demonstrate new understandings.
- Digital Information Technology v18 (4 correlated items)  
02.07 Module Two Project  
04.06 Module Four Project  
06.05 Module Six Project

07.05 Module Seven Project

LIB4.3. Practice ethical behavior when using technology.

LIB4.3.A. Use appropriate language when communicating with others in digital environments.

Digital Information Technology v18 (1 correlated item)

03.02 Success in the Workplace

LIB4.3.B. Participate in and advocate for safe and ethical communication in digital environments.

Digital Information Technology v18 (1 correlated item)

03.01 Be Ethical

LIB4.3.E. Avoid plagiarism and respect the intellectual property of others when gathering, presenting or publishing information.

Digital Information Technology v18 (1 correlated item)

03.01 Be Ethical

Statement about the alignment of Health and Physical Education courses:

Corin,

From my research, all of the courses we offer touch on all of the Oregon standards for Health & PE that are required for credit. The tool that Marghee sent out helped me a lot in this process. Many times there was overlap of standards in particular modules in the same course. The HOPE course in my professional opinion can continue to be offered as either a Health or PE credit depending upon the student needs. This course meets many standards for both Health & PE to sufficiently fulfill the credit requirement for each course. I feel very confident that all Health & PE courses ORVED offers, fulfills and meets the standards requirements of the State of Oregon for a student to have mastery of the content of subject knowledge for these courses. I think this is the confirmation of information you needed but if you needed any further clarification of specific information, let me know and I will get right back to you. This process took me about 4 hours to complete.

Tim Hummel, ORVED Health and PE

## Statement about the alignment of Spanish 1 and 2

So...After going through the document found in the Welcome folder at the beginning of Spanish I PTS1, Spanish I PTS2, Spanish II PTS1, and Spanish II PTS2, I feel confident that Florida Virtual's Spanish I & II Modules align quite nicely with the World Language Standards (WLS) that we use to design and/or approve curriculum for those classes here in Oregon.

First, I went through FLVS' first two years of HS Spanish instructional modules and matched them up to our WLS Novice and Intermediate levels by hand, then went back and double checked my work using the correlations tool that Marghee found and Corin sent us. I feel confident that I can see where all of our WLS are being taught in the FLVS modules.

So my answer is, "Yes."

It has been great to get to work with you and to hear more about teaching for ORVED. Thank you for the support and mentoring on this project, and I look forward to future collaboration!

Grin,  
~Melissa

August 18, 2021

Kate Brown, Governor, State of Oregon  
Patrick Allen, Director, Oregon Health Authority  
Colt Gill, Deputy Superintendent of Public Instruction, State of Oregon

Dear Governor Brown, Director Allen, and Deputy Superintendent Gill:

As the collective School Board of the Knappa School District, we respectfully request that 2021-22 protocols for safety in statewide schools be returned to local decision making.

Our school district is located in Clatsop County, along the Columbia River, about 12 miles from Astoria, Oregon. Like all districts in the state, we have unique needs and conditions that make *one size fits all* safety protocols inappropriate. As an example, last year, we were one of the few districts in the State of Oregon that opened the 2020-21 school year with in-person instruction for students in grades kindergarten through third grade. We were able to conduct school safely all year, without any examples of COVID spread within our schools. However, state mandates caused a pause in school for these youngest students in October when there was a COVID outbreak in a seafood plant 20 miles from our school district. To our knowledge, no workers at the plant live in the Knappa area and there was no direct risk of infection in our community due to the outbreak, yet the requirements at that point in time caused us to close school, nonetheless. Another example of state mandates that did not make sense at the local level was the way the “rural schools” requirements were set up. The school size condition included our students who were fully in our online school, even though they never were present on our campus. This caused us to operate for several months with students in-person in our elementary and high school, while our fourth through eighth grade students were limited to instruction for two hours per day. Our School Board and Superintendent had a difficult time justifying why our youngest and oldest students could be present for a lengthy day and the students in the middle grades couldn’t. There was no explainable health reason for these requirements. The state didn’t consider how the rules that made sense in Salem would impact local students. These are examples of why statewide rules don’t work for all districts, and justify a need for local decision making.

While we understand that COVID cases are increasing once again with the Delta variant, we know that case counts and safety needs will vary greatly in Oregon. Case counts, classroom loads, class sizes, availability of quality ventilation, means of access and egress from classrooms, and community vaccination levels are different from community to community and decisions about safety can best be made by those who know all of these conditions best - the local district.

The decision to provide local control for all COVID-related safety elements was made in June and then revoked in August. When the ability was granted to have local choice, our

superintendent, staff, and community embarked on a journey to ensure safety in our schools while offering the best possible education. The shift to remove local control was confusing to many in the community we represent, and fuels anger in those who already are skeptical of public education.

As a School Board and Superintendent, we respectfully request that the Oregon Health Authority, Governor, and Department of Education restore local decision making regarding all safety protocols at the earliest possible juncture. If this is not possible at this time, which we understand based on the case counts, we suggest at the very least, that a set of metrics be determined and communicated to provide hope for communities that this will come at some point in the future.

Thank you for your leadership during these challenging times, your willingness to read this communication and considering our requests.

Sincerely,

Ed Johnson, Chair

Cullen Bangs, Vice-Chair

Michelle Finn, Director

Christa Jasper, Director

Will Isom, Director

William Fritz, Ph.D., Superintendent

Board of Directors and Superintendent for Knappa School District #4  
Astoria, Oregon



## Draft Board Goals

1. The Board will ensure adoption of quality curriculum materials that are aligned with state standards and include input from key stakeholders, including the professional staff, parents, and the community.

Indicators:

- The Board will adopt curricula for K-6 mathematics, ESOL, and elementary health.
- Board will be briefed on the bi-annual review process for the reproductive health curriculum, and will adopt changes stemming from a recommendation by the Superintendent

2. The Board will ensure that students have safe and high quality learning facilities.

Indicators:

- Tangible progress toward repairs to roofs, HVAC systems, and/or plumbing within our schools.
- Fiscal resources are allocated via the bond and/or the budget to support facility improvements and a plan exists to conduct facility updates.
- 

3. The Board and Staff will expand and improve communication systems.

Need further discussion regarding identifiers:

- Senior Newsletter
  - Listening Sessions
  - Chats
  - Weekly Letters
  - Newsletters
  - Social Media
  - Online misinformation
  - Site Council
  - Board or District as a whole????
  - How Board meetings engage the community appropriately (toolkit)
  - Community engagement part of the agenda
- 
- The Board will clearly identify how public comments will be processed. The requirements will be adjusted to permit items that ARE or aren't on agenda, allowances will be made for people speaking on behalf of a group, Total time limit will be 20 minutes, 3 minutes per speaker. Priority order (as needed): students, parents, employees, citizens of Knappa at large.

4. The Board shall establish a process for handling controversial or “extended” issues.

Indicators:

- Additional work session time will be added to the Board calendar to allow for open discourse (less formal so that candid discussion is possible) (Possible topics: telemedicine, student achievement data and plan)

5. The Board shall establish a schedule for ongoing policy review and revision.

Indicators:

- A schedule will be approved for ongoing policy review (with portions of the overall policy handbook identified each year)
- The topics identified for 2021-22 shall be reviewed by staff and considered and acted upon by the School Board.

# **Superintendent Evaluation**

## **2021-2022**

**Aug/Sept – Finalize Superintendent Evaluation Process – District Goals will be used in addition to the 9 standards that are outlined in the OSBA Superintendent Evaluation Handbook.**

**January 19th – Superintendent Update and self-evaluation in executive session**

**-- Evaluation forms given to board members**

**February 14th – Board Evaluation of Superintendent given to the business office to summarize**

**February 23rd – Board executive session to discuss evaluation summary and any discrepancies to be summarized by business office.**

**March 9th – Executive session with superintendent to review evaluation**

**March 23rd – Executive session to review summary letter / Document in public meeting that evening**

## **Superintendent's Report**

### **August 13, 2021**

**Summer Programs.** Summer programs are in full swing. We have elementary students involved with the Adventures Camp, children in 4<sup>th</sup> grade through high school playing music, high school students building things, and transition camps for kindergartners and freshmen.

**Back to School.** School will begin on September 7 with orientation and on September 8 with “regular classes.” This year, we are back to a regular school day, normal class schedules, and more flexibility with learning strategies.

We have a number of new staff members, some of whom are on the agenda tonight for approval:

David Brandon – PE and electives at HLE. David comes to us from Nestucca School District where he has been teaching 5<sup>th</sup> and 6<sup>th</sup> grades. Prior to teaching there, he worked as a PE teacher, career and technical education teacher in several local districts. His undergraduate degree is from Western State College in Colorado and his Master's Degree is from George Fox University.

Maddy Buoy – 2<sup>nd</sup> Grade. Local people probably know her as Maddy Pitts. Maddy grew up in Knappa and just completed her teaching degree at George Fox University. She is happy to be returning home to teach in Knappa.

Brittany Burke – Middle School Language Arts. Many people likely know Brittany as Brittany Burns. She used to teach 6<sup>th</sup> grade with us, and left to teach in the Midwest and is now returning to us. Her education degree is from Northern Michigan University.

Melissa Collier -- Kindergarten. Melissa is a Knappa alumni who left the area for a while and now has come back home to Brownsmead with her family. She most recently taught in the Rainier School District. While she is not teaching kindergarten, she is raising her family and running a farm. Her Bachelor's Degree

is from Western Oregon University and her Master's Degree is from Eastern Oregon University.

Alex Glueck – High school Language Arts. Alex joins us having taught most recently in Heber City Utah. He holds degrees in Philosophy and English Literature from the University of Colorado Denver. He was also a member of the US Ski Team in the discipline of Nordic Combined Skiing from 2000-2009.

Katie Montgomery, RN – Katie is our new school nurse. She came to us from Columbia Memorial. Her BSN was earned at Western Governors University. Katie grew up in Knappa and is excited about working in the schools.

Kendall Rehn – 2<sup>nd</sup> Grade. Kendall comes to us from Neah-Kah-Nie, where she has been teaching 4<sup>th</sup> and 5<sup>th</sup> grade. Previously, she attended Western Oregon University and she earned her teaching credentials through the Teach Now program

Kacy Stripling also has roots in Knappa. In fact, her grandmother taught first grade with us years ago. She came to us last year from St. Helens School District as a Program Assistant, but has been studying to become an early childhood teacher at Western Governors University. She will be teaching the other half of kindergarten.

Janet Vincent – Bus driver. Janet comes to us having worked as a Donations Processor, Juvenile Justice Officer, and Preschool Teacher. She will be training this fall and should be driving bus upon completing licensing.

Deirdre Welch – Part time high school special education. Deirdre will be teaching part time at Knappa High School in Special Education. She has been working for Knappa as a program assistant, and is in the process of completing a teaching credential at Western Governors University.

New staff orientation is August 26. Staff return on September 1 and Orientation occurs on September 7.

## **Bond (November 2)**

The election notice was filed with the County Elections Office last week. The bond will support the following:

- Replacing the portables with quality classroom spaces for middle schoolers, including a science lab.
- Addressing deferred maintenance needs like roofs, sealing of walls, HVAC systems, and plumbing.
- Safety upgrades, including security infrastructure, seismic repairs, and added fire sprinklers.
- Addition of a dedicated preschool space.
- Addition of a new gym that will be available for community use, indoor recess, high school practice space, and it will also serve as the primary gym for the middle school.

The tax rate is estimated to be \$2.20/\$1,000 which is similar to the average rate of the previous bond, which was \$2.23/\$1,000. The payments would not come due until November of 2022.

## **Curriculum Adoptions and Review**

This fall, we will be conducting the bi-annual review of the reproductive health, HIV/AIDS prevention curriculum. We will be involving community members who wish to be part of this process.

This year, we are also scheduled to adopt materials for elementary mathematics, K-5 health, and ESOL. Each of these processes will contain a community review process.

## **Parent Square**

Parent Square is our new family communication system. It will replace the Synergy system as our primary means of family communications.

## **Safety Protocols**

As the Board is aware, most of the safety protocols that we had in place last spring will remain...daily check ins, increased sanitation, and distancing (3-feet now). Under the Governor's Order, masking while indoors will be required until further notice.

## HILDA LAHTI BOARD REPORT

### AUGUST 2021

#### Enrollment Report

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kg	25										
1	42										
2	33										
3	44										
4	35										
5	36										
6	36										
7	37										
8	45										
Total	<b>333</b>										

KVA - Enrollment is open

Knappa Connect - Enrollment is open

We ended the year with **346 K-8**. There are several students who have not received all their paperwork and are not reflected in this report. Late registration of Kindergarten students is very typical and new registrations are coming in.

#### **ACADEMICS:**

Summer school is in full swing. We have approximately 70 students participating in either Fine Arts, Extended School Year, Adventure, or Kinder camps. Today, I



snapped a picture of the "Olympics" opening ceremony for Adventure Camp. The



Kinder camp participants cheered them on.

My building goals for the 2021-22 school year are:

- Building respect for all!
- Creating engaging instruction that cover the standards while meeting the needs for all students.
- Creating successful and intentional interventions for behavior and academics.

To attain these goals, we will be utilizing our behavior specialist position and Title 1 coordinator to create intentional and specific interventions for students. In K-6, we will start the day with a morning meeting and end the day with gratitude. Character Strong lessons will be taught in K-8. We will emphasize relationship building and class culture the first week of school. Teachers will continue professional development around engaging instructional practices. I am very excited for another year of learning at HLE.

Staff has been a challenge. We are growing some of our own into different positions. We still have bus driver and instructional assistant positions open.

Respectfully submitted,

Tammy McMullen

**June KSD Board Meeting**  
**Knappa High School**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	43/1										
10	39/1										
11	35										
12	34/4										
Total	151/6										

\*KHS hybrid enrollment/KVA enrollment

- The KHS office is open to receive registration and athletic paperwork. Office hours are currently 8am - 3pm.
- KHS Summer School offerings began 8/9/21. Students have opportunities to make up credit or just try something new. Camps were offered in the performing arts, metal shop, and life fitness.
- Fall sports practice began Monday, 8/16/21. OSAA has returned to a traditional athletic schedule. KHS fall sports include football, cross country, and volleyball.
- THANK YOU to our custodial, maintenance, and district office staff for their work over the summer helping to set up school for a successful fall return.