



F.23 Health Education - Grades 3-4

PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
------------------	--	-------	--

Section 1: Standards Review: Health Education

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Health Education Standards Review:	<p>Columns C-F: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>Evidence for the publisher citations is required <i>only</i> if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p>o Each score cell (column D) will turn green as you score the materials.</p>	<p>Columns G-J: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence from the material to support your determination:</p> <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.</p> <p>o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.</p>
---	--	---

Criteria #	F.23 Health Education Grades 3-4	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, notes
------------	----------------------------------	-----------------------------	-------	---	-----------------------------	-------	--	----------------------------------

CONTENT STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.

1	K-4 Benchmark 1: Students will identify/describe/understand the relationships between personal health behaviors and individual well-being:							
2	1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);							
3	2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);							
4	3. discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and							

5	4. list the steps associated with refusal skills and their relationship to the decision-making process.							
6	K-4 Benchmark 2: Students will identify examples of mental, emotional, social and physical health during childhood:							
7	1. understand different emotions;							
8	2. recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);							
9	3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);							
10	4. understand positive health choices and activities that promote health and help prevent diseases; and							
11	5. describe different types of family units and their relationship to health (e.g., single, grandparent, same sex parents).							
12	K-4 Benchmark 3: Students will describe the basic structure and functions of the human body systems:							
13	1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);							
14	2. recognize how stress and emotions affect the body systems;							
15	3. utilize correct terminology for the human body; and							
16	4. identify the different changes in body that occur during puberty.							
17	K-4 Benchmark 4: Students will describe how physical, social and emotional environments influence personal health:							
18	1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);							

19	2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances);							
20	3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and							
21	4. understand the influences of media and peer pressure on health.							
22	K-4 Benchmark 5: Students will identify common health issues of children:							
23	1. recognize common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);							
24	2. recognize common social health issues of children in same age group (e.g., peer pressure, relationships);							
25	3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and							
26	4. recognize common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).							
27	K-4 Benchmark 6: Students will identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:							
28	1. recognize symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness);							
29	2. list individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent, grandparent, teacher, counselor, nurse, doctor);							
30	3. understand the benefits of following the directions of healthcare providers;							
31	4. list and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and							

32	5. understand the importance of taking personal responsibility for actions.							
CONTENT STANDARD 2:								
Students will demonstrate the ability to access valid health information and health-promoting products and services.								
33	K-4 Benchmark 1: Students will identify characteristics of valid health information and health-promoting products and services:							
34	1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);							
35	2. demonstrate universal precautions in handling unsafe/contaminated products and materials (e.g., blood-borne pathogens);							
36	3. identify health-promoting products and services (e.g., food choices, community services, physical activity);							
37	4. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and							
38	5. analyze health information that may be confusing or contradictory (e.g., from media, peers, siblings).							
39	K-4 Benchmark 2: Students will demonstrate the ability to locate resources from home, school and community that provide valid health information:							
40	1. demonstrate ability to use emergency phone numbers (e.g., 911, poison control);							
41	2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);							
42	3. recognize unsafe environments/situations;							
43	4. identify where to seek valid health information; and							
44	5. identify location of first aid kit/station.							
45	K-4 Benchmark 3: Students will explain how the media influences the selection of health information, products and services:							

46	1. identify media messages that may be misleading;							
47	2. identify the goals of media (e.g., sell, entertain); and							
48	3. identify media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
49	K-4 Benchmark 4: Students will demonstrate the ability to locate school and community health helpers:							
50	1. explain the role of safety officials (e.g., police, fire, security, crossing guard); and							
51	2. explain the role(s) of safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).							
CONTENT STANDARD 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.								
52	K-4 Benchmark 1: Students will identify responsible health behaviors:							
53	1. demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence);							
54	2. role play conflict resolution skills; and							
55	3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).							
56	Benchmark 2: Students will identify personal health needs:							
57	1. identify the relationship between physical activity and nutrition as related to healthy development; and							
58	2. identify ways in which diseases are transmitted or are not transmitted (e.g., HIV, common cold, measles).							
59	K-4 Benchmark 3: Students will compare behaviors that are safe to those that are risky or harmful:							

60	1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and							
61	2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
62	K-4 Benchmark 4: Students will demonstrate strategies to improve or maintain personal health:							
63	1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);							
64	2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and							
65	3. demonstrate healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).							
66	K-4 Benchmark 5: Students will develop injury prevention and management strategies for personal health:							
67	1. identify when food is safe to eat (e.g., recognize expiration dates);							
68	2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and							
69	3. recognize and demonstrate safety rules at home, in school and in the community.							

70	K-4 Benchmark 6: Students will demonstrate ways to avoid and reduce threatening situations:							
71	1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;							
72	2. recognize how peer pressure can lead to dangerous or risky situations; and							
73	3. demonstrate conflict resolution skills.							
74	K-4 Benchmark 7: Students will apply skills to manage stress:							
75	1. identify the body's reaction to stressful situations (e.g., fight or flight, increased heart rate); and							
76	2. demonstrate stress management skills.							
CONTENT STANDARD 4: Students will analyze the influence of culture, media, technology and other factors on health.								
77	K-4 Benchmark 1: Students will describe how cultures within the local community influence personal health behaviors:							
78	1. describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and							
79	2. describe how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).							
80	K-4 Benchmark 2: Students will explain how media influences thoughts, feelings and health behaviors:							
81	1. describe the purposes for media (e.g., entertain, sell products, promote services);							
82	2. identify how to determine if media messages are true; and							

83	3. recognize how media influences feelings, thoughts and health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity).								
84	K-4 Benchmark 3: Students will describe ways technology can influence personal health:								
85	1. describe different forms of technology (e.g., computers, video games, microwaves, cell phones);								
86	2. recognize the purposes for technology in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., medical, conveniences, communication); and								
87	3. describe how technology affects how we live.								
88	K-4 Benchmark 4: Students will explain how information from school and family influences health:								
89	1. describe health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities);								
90	2. describe different types of families and how the structure influences health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. (e.g., vegetarian vs. non-vegetarian, working parents and time for family activities and proper nutrition, smoking parents and second-hand smoke); and								
91	3. recognize that there are multiple messages about health, based on values and beliefs.								

CONTENT STANDARD 5:
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

92	K-4 Benchmark 1: Students will distinguish between verbal and non-verbal communication:							
93	1. demonstrate the differences between verbal and non-verbal communication;							
94	2. demonstrate how people communicate in different ways; and							
95	3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.							
96	K-4 Benchmark 2: Students will describe characteristics needed to be a responsible friend and family member:							
97	1. explain the importance of assuming personal responsibility for health behaviors.							
98	K-4 Benchmark 3: Students will demonstrate positive ways to express needs, wants and feelings:							
99	1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited);							
100	2. demonstrate how to express feelings in a positive way; and							
101	3. demonstrate how to respond appropriately to other people's needs, wants and feelings.							
102	K-4 Benchmark 4: Students will demonstrate ways to communicate care, consideration and respect of self and others:							
103	1. identify respectful and caring acts of self and others; and							
104	2. demonstrate the ability to appropriately use "I" statements in communication.							
105	K-4 Benchmark 5: Students will demonstrate attentive listening skills to build and maintain health-enhancing relationships:							
106	1. describe and demonstrate listening skills as a tool to enhance relationships;							
107	2. demonstrate when it is appropriate to interrupt for health needs; and							

108	3. recognize when someone is telling you to do something that is wrong.								
109	K-4 Benchmark 6: Students will demonstrate refusal skills and explain why they are important to enhance health:								
110	1. demonstrate refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.								
111	K-4 Benchmark 7: Students will differentiate between negative and positive behaviors used in conflict situations:								
112	1. demonstrate conflict mediation and conflict resolution skills.								
113	K-4 Benchmark 8: Students will demonstrate non-violent strategies to resolve conflicts:								
114	1. demonstrate conflict mediation and conflict resolution skills.								
CONTENT STANDARD 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.									
115	K-4 Benchmark 1: Students will demonstrate the ability to apply a decision-making process to health issues and problems:								
116	1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.								
117	K-4 Benchmark 2: Students will explain when to ask for assistance in making health-related decisions and setting health goals:								
118	1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and								
119	2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).								

120	K-4 Benchmark 3: Students will predict outcomes of positive health decisions:							
121	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).							
122	K-4 Benchmark 4: Students will set a personal health goal and track progress toward achievement:							
123	1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
CONTENT STANDARD 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.								
124	K-4 Benchmark 1: Students will describe a variety of methods to convey accurate health information and ideas:							
125	1. describe how to communicate with others about making healthy choices.							
126	K-4 Benchmark 2: Students will express information and opinions about health issues:							
127	1. describe information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.							
128	K-4 Benchmark 3: Students will identify community agencies/resources that advocate for healthy individuals, families, peers and communities:							
129	1. list places, resources and people in the school and community you can go to for health information (e.g., school nurse, doctor's office, books).							

130	K-4 Benchmark 4: Students will demonstrate the ability to influence and support others in making health-enhancing choices:							
131	1. describe how to help others make healthy choices.							

Section 2: Health Education Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion.
- The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Health Education Content Review:

Columns C-F: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:

- o M = Meets the criterion
- o P = Partially meets the criterion
- o D = Does not meet the criterion

Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.

o Each score cell (column D) will turn green as you score the materials.

Columns G-J: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and **provide evidence from the material to support your determination:**

- o M = Meets the criterion
- o P = Partially meets the criterion
- o D = Does not meet the criterion

o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.

Criteria #	Health Education Content Criteria	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, notes
------------	-----------------------------------	-----------------------------	-------	---	-----------------------------	-------	--	----------------------------------

FOCUS AREA 1 SEQUENCING AND ARTICULATION:

1	Instructional materials include a sequence of courses and/or competencies across health education that incorporates personal health and wellness along with the knowledge and skills to apply the information.							
2	Instructional materials start with broad foundational knowledge and skills and progress in specificity to build students' depth of knowledge and skills.							
3	Instructional materials support using precise and accurate academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in grade appropriate sequence.							
4	Content and standards within the instructional materials are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.							

FOCUS AREA 2 ENGAGING INSTRUCTION:

5	Instructional materials provide project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning.							
6	Instructional materials incorporate comprehensive personal health plans that are coordinated and sequenced to promote and support the life long health goals and decision-making of all students.							

FOCUS AREA 3 QUALITY OF TEXTS:

7	Instructional materials align with current research based health practices and provide evidence to support these practices.							
8	Teacher materials contain full, adult-level explanations and examples of the more advanced health practices in the lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.							

FOCUS AREA 4 ACCESSIBILITY:

9	Instructional materials provide all students (e.g. those who read below grade level, students with special needs, gifted students, and ELL) with extensive opportunities to encounter and comprehend grade-level and complex texts.							
---	---	--	--	--	--	--	--	--

Section 2: All Content Review				
PROVIDERS/PUBLISHERS: <ul style="list-style-type: none"> The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”. 				
Reviewer directions for All Content Review:		Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials. Review the material, score the material by determining the degree to which it meets each criterion, and provide evidence from the material to support your determination: <ul style="list-style-type: none"> M = Meets the criterion P = Partially meets the criterion D = Does not meet the criterion Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. <ul style="list-style-type: none"> Each score cell (column C) and evidence cell (column E) will turn green as you score the materials. Any cells grayed out do not require a score or evidence. 		
Criteria #	All Content Criteria	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS: Instructional materials provide teacher resources to support planning and supports for all students.				
1	Instructional materials provide a list of lessons in the Teacher Edition or teacher-facing core material (in print or clearly distinguished/accessible as a teacher-facing core material in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
2	Instructional materials integrate opportunities for digital learning, including interactive digital components, and digital assessment.			
3	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
4	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
FOCUS AREA 2 ASSESSMENT: Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.				

5	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2023: 7-12 Career and Technical Education Standards; CSTA K-12 Computer Science Standards; K-12 Health Education Standards; K-12 Physical Education Standards)</i>			
6	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
7	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS: Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.				
8	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
9	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
10	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
11	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
12	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			