

# 2024 Health Instructional Materials Evaluation Tool (IMET)

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\*This criterion is not required.

Oregon State Board of Education Adopted [K-12 Health Instructional Materials Criteria \(January 2024\)](#)

## Part 1: Oregon Health Baseline Criteria [K-HS]

### Criterion 1.1: Alignment to Health Education Standards

**Description:** Materials and instructional practices include regular opportunities to implement the Health Education standards throughout grade levels, including coverage of the topic-areas.

1.1: Alignment	Score	2 points	1 point	0 points
<p><b>Metric 1: TOPIC AREAS</b> Materials cover all topic areas included in the Oregon Health Education Standards, scaffolded across K-12, using language and approaches that are inclusive of race, gender, ability, and sexual orientation.</p> <p>Materials are comprehensive and define health as multidimensional, impacted by socio-ecological factors, and changing throughout the lifespan.</p>		<ul style="list-style-type: none"> <li>● Materials include all of the eight topic areas listed in the standards throughout the grades:                             <ul style="list-style-type: none"> <li>○ Wellness and Health Promotion</li> <li>○ Safety and First Aid</li> <li>○ Substance Use, Misuse and Abuse</li> <li>○ Food, Nutrition, and Physical Activity</li> <li>○ Social, Emotional, and Mental Health</li> <li>○ Healthy Relationships and Violence/Abuse Prevention</li> <li>○ Growth and Development</li> <li>○ Sexual and Reproductive Health</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials are inclusive and include a positive representation of a diversity of race, gender, ability and sexual orientation throughout the grade bands.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials address multidimensional (physical, mental, social, emotional and environmental) approaches to health with opportunities to learn about the impact that socio-ecological factors have on our health, and reflect that health status changes throughout the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials include all of the eight topic areas listed in the standards:                             <ul style="list-style-type: none"> <li>○ Wellness and Health Promotion</li> <li>○ Safety and First Aid</li> <li>○ Substance Use, Misuse and Abuse</li> <li>○ Food, Nutrition, and Physical Activity</li> <li>○ Social, Emotional, and Mental Health</li> <li>○ Healthy Relationships and Violence/Abuse Prevention</li> <li>○ Growth and Development</li> <li>○ Sexual and Reproductive Health)</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials are inclusive and include a positive representation of a diversity of race, gender, ability and sexual orientation throughout the grade bands.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials address multidimensional (physical, mental, social, emotional and environmental) approaches to health with opportunities to learn about the impact that socio-ecological factors have on our health, and reflect that health status changes throughout the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> include all of the eight topic areas listed in the standards:                             <ul style="list-style-type: none"> <li>○ Wellness and Health Promotion</li> <li>○ Safety and First Aid</li> <li>○ Substance Use, Misuse and Abuse</li> <li>○ Food, Nutrition, and Physical Activity</li> <li>○ Social, Emotional, and Mental Health</li> <li>○ Healthy Relationships and Violence/Abuse Prevention</li> <li>○ Growth and Development</li> <li>○ Sexual and Reproductive Health)</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials <u>are not</u> inclusive and do not include a positive representation of a diversity of race, gender, ability and sexual orientation throughout the grade bands.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials <u>do not</u> address multidimensional (physical, mental, social, emotional and environmental) approaches to health with opportunities to learn about the impact that socio-ecological factors have on our health, and reflect that health status changes throughout the lifespan.</li> </ul>

1.1: Alignment	Score	2 points	1 point	0 points
<p><b>Metric 2: SKILLS-BASED</b> Materials reflect skills-based instruction included in the Oregon Health Education Standards, to equip and empower students to make informed and critical decisions that impact their health and well-being throughout their lives.</p>		<ul style="list-style-type: none"> <li>● Materials include all of the skills within the standards:               <ul style="list-style-type: none"> <li>○ Analyze influences</li> <li>○ Access valid and reliable sources of information, products, and services</li> <li>○ Interpersonal communication</li> <li>○ Decision-making</li> <li>○ Goal-setting</li> <li>○ Health and safety practices</li> <li>○ Advocacy</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials provide opportunities for students to practice all of the skills with relevant life situations/scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials include all of the skills within the standards:               <ul style="list-style-type: none"> <li>○ Analyze influences</li> <li>○ Access valid and reliable sources of information, products, and services</li> <li>○ Interpersonal communication</li> <li>○ Decision-making</li> <li>○ Goal-setting</li> <li>○ Health and safety practices</li> <li>○ Advocacy</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials provide opportunities for students to practice all of the skills with relevant life situations/scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not include</u> all of the skills within the standards:               <ul style="list-style-type: none"> <li>○ Analyze influences</li> <li>○ Access valid and reliable sources of information, products, and services</li> <li>○ Interpersonal communication</li> <li>○ Decision-making</li> <li>○ Goal-setting</li> <li>○ Health and safety practices</li> <li>○ Advocacy</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Instruction <u>does not include</u> designated time for students to practice/apply all of the skills within relevant life situations/scenarios.</li> </ul>
<p><b>Metric 3: RESEARCH-BASED AND MEDICALLY ACCURATE</b> Materials are grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.</p> <p>Materials use qualitative and quantitative local, state and national data and studies to inform instruction.</p>		<ul style="list-style-type: none"> <li>● Materials incorporate peer-reviewed research from leading medical and public health professional organizations.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials utilize qualitative and quantitative local, state, and national data and studies.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials incorporate peer-reviewed research and leading medical and public health professional organizations.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials utilize qualitative and quantitative local, state, and national data and studies.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> include peer-reviewed research and leading medical and public health professional organizations.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials <u>do not</u> utilize references to qualitative and quantitative local, state, and national data and studies.</li> </ul>
<p><b>Metric 4: KNOWLEDGE AND SKILL PROGRESSION</b> Materials progress with rigor across the grades in both depth of knowledge and skill development.</p>		<ul style="list-style-type: none"> <li>● Materials have an intentional sequence where student tasks increase in sophistication</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials become more complex and build upon prior skill development for increased proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials have an intentional sequence where student tasks increase in sophistication</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials become more complex and build upon prior skill development for increased proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> have an intentional sequence where student tasks increase in sophistication</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials <u>do not</u> become more complex and build upon prior skill development for increased proficiency.</li> </ul>

1.1: Alignment	Score	2 points	1 point	0 points
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)	Partially Meets Expectations (5-6 points)	Does Not Meet Expectations (0-4 points)

## Criterion 1.2: Strengths-Based Approach

**Description:** Adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments regarding health choices, behaviors, and status.

1.2: Strengths-Based Approach	Score	2 points	1 point	0 points
<p><b>Metric 1: SELF-EFFICACY</b> Materials emphasize the development of critical thinking and positive skill building that empowers learners to make the best decisions for themselves based on their own values and goals.</p>		<ul style="list-style-type: none"> <li>Materials include opportunities for students to critically reflect on information alongside their own values and beliefs to self-determine their health goals and practices.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials encourage students to apply their own experiences, goals, and interests into learning activities, while respecting student privacy.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities for students to critically reflect on information alongside their own values and beliefs to self-determine their health goals and practices.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials encourage students to apply their own experiences, goals, and interests into learning activities, while respecting student privacy.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> include opportunities for students to critically reflect on information alongside their own values and beliefs to self-determine their health goals and practices.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> encourage students to apply their own experiences, goals, and interests into learning activities, while respecting student privacy.</li> </ul>
<p><b>Metric 2: PROMOTING POSITIVE NORMS AND BEHAVIORS</b> Materials build on students' sense of self-worth and avoid fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.</p> <p>Materials promote positive individual and social health enhancing behaviors and social norms, beyond risk reduction, that support and encourage healthy and safe interactions, relationships, and help young people to thrive.</p>		<ul style="list-style-type: none"> <li>Materials promote positive self-esteem and encourage students to respect others by avoiding shaming language about student decisions, values, and beliefs.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials balance discussion of risks, responsibilities, skills, and resources without overemphasizing negative outcomes.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials offer opportunities for peers to connect with each other to discuss relevant health topics and strengthen relationships and positive social norms.</li> </ul>	<ul style="list-style-type: none"> <li>Materials promote positive self-esteem and encourage students to respect others by avoiding shaming language about student decisions, values, and beliefs.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials balance discussion of risks, responsibilities, skills, and resources without overemphasizing negative outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> promote positive self-esteem and encourage students to respect others by avoiding shaming language about student decisions, values, and beliefs.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> balance discussion of risks, responsibilities, skills, and resources, or overemphasize negative outcomes</li> </ul>

1.2: Strengths-Based Approach	Score	2 points	1 point	0 points
<p><b>Metric 3: COMMUNITY AND PEER CONNECTIONS</b> Materials encourage students to identify their own individual, family, and community strengths, values, goals, and resources.</p>		<ul style="list-style-type: none"> <li>Materials include activities that encourage students to identify individual, family, and community strengths, values, and goals.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include opportunities for students to know about and utilize a wide variety of community resources.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include activities that encourage students to identify individual, family, and community strengths, values, and goals.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include opportunities for students to know about and utilize a wide variety of community resources.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> include activities that encourage students to identify individual, family and community strengths, values, and goals.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> include opportunities for students to know about and utilize a wide variety of community resources.</li> </ul>
<p><b>Metric 4: TRAUMA-INFORMED</b> Materials provide opportunities for educators to promote safer learning environments, approach sensitive subjects with care, acknowledge that students may have personal experiences with the topic, and maximize opportunities for individual and collective wellness and healing.</p>		<ul style="list-style-type: none"> <li>Materials acknowledge and include trauma-informed practices and build a sense of safety for students (e.g., sensitivity around topics such as violence, substance use, sexual assault, etc.)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials give guidance and examples for teachers about trauma-informed practices. (e.g., community agreements, question boxes, national and local resources, and how current and historical trauma affects marginalized groups.)</li> </ul>	<ul style="list-style-type: none"> <li>Materials acknowledge and include trauma-informed practices and build a sense of safety for students (e.g., sensitivity around topics such as violence, substance use, sexual assault, etc.)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials give guidance and examples for teachers about trauma-informed practices. (e.g., community agreements, question boxes, national and local resources, and how current and historical trauma affects marginalized groups.)</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> acknowledge and include trauma-informed practices and build a sense of safety for students (e.g., sensitivity around topics such as violence, substance use, sexual assault, etc.)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> give guidance and examples for teachers about trauma-informed practices. (e.g., community agreements, question boxes, national and local resources, and how current and historical trauma affects marginalized groups.)</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (5-6 points)    Does Not Meet Expectations (0-4 points)		

## Criterion 1.3: Health Literacy and Analysis

**Description:** Materials support a conceptual understanding of health literacy through knowledge and skills, and inspire critical analysis of a variety of cultural, historical, societal, and individual factors that influence health behavior.

1.3: Learning Progressions & Coherence	Score	2 points	1 point	0 points
<p><b>Metric 1: ACTIVE HEALTH LITERACY</b> Materials help students to access, comprehend, synthesize, and apply information that impacts their health.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for students to learn where and how to access age-appropriate medically accurate and culturally responsive information and resources in person and/or online.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide opportunities for students to practice accessing, synthesizing, and applying information that impacts their health.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to learn where and how to access age-appropriate medically accurate and culturally responsive information and resources in person and/or online.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide opportunities for students to practice accessing, synthesizing, and applying information that impacts their health.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> provide opportunities for students to learn where and how to access age-appropriate medically accurate and culturally responsive information and resources in person and/or online.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> provide opportunities for students to practice accessing, synthesizing, and applying information that impacts their health.</li> </ul>
<p><b>Metric 2: DATA AND MEDICAL ACCURACY ANALYSIS</b> Materials include opportunities for students to analyze current data, trends, and information related to health outcomes and social determinants of health.</p>		<ul style="list-style-type: none"> <li>Materials include activities that promote use of data and trends on current health issues.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include examples of how social determinants of health impact student and community health and well-being (e.g., access to resources (food, housing); economic stability; neighborhood and environment)</li> </ul>	<ul style="list-style-type: none"> <li>Materials include activities that promote use of data and trends on current health issues.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include examples of how social determinants of health impact student and community health and well-being (e.g., access to resources (food, housing); economic stability; neighborhood and environment)</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> include activities that promote use of data and trends on current health issues.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> include examples of how social determinants of health impact student and community health and well-being (e.g., access to resources (food, housing); economic stability; neighborhood and environment)</li> </ul>

1.3: Learning Progressions & Coherence	Score	2 points	1 point	0 points
<p><b>Metric 3: CULTURAL INFLUENCES</b> Materials inspire critical analysis of a variety of family, cultural, societal, and individual factors that influence health behavior.</p>		<ul style="list-style-type: none"> <li>Materials include opportunities to reflect on and discuss cultural and societal influences and analyze how they impact health and well-being.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include opportunities for students to recognize discrimination and how to support each other in a diverse community.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities to reflect on and discuss cultural, and societal experiences and analyze how they impact health and well-being.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include opportunities for students to recognize discrimination and how to support each other in a diverse community.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> include opportunities to reflect on and discuss cultural and societal influences or analyze how they impact health and well-being.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> include opportunities for students to recognize discrimination and how to support each other in a diverse community.</li> </ul>
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)    Partially Meets Expectations (3-4 points)    Does Not Meet Expectations (0-2 points)		

## Criterion 1.4: Comprehensive Sexuality Education and Violence/Abuse Prevention

**Description:** Materials include comprehensive sexuality education which refers to sexuality as a normal part of human development that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.

1.4:Comprehensive Sexuality Education	Score	2 points	1 point	0 points
<p><b>Metric 1: INCLUSIVE</b> Materials include strengths-based sexuality education that is affirming and inclusive of historically and currently excluded, underserved, and underrepresented communities and the lived experiences of students.</p>		<ul style="list-style-type: none"> <li>Materials use positive, affirming, and inclusive language when discussing and portraying LGBTQ2SIA+ people and communities, people of color, people with disabilities, and people from other protected classes throughout the program.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials use a variety of scenarios, examples, and discussions that acknowledge a wide variety of people, values, and relationships (including friendships, family structures, and sexual and romantic relationships).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include language, illustrations, and scenarios that affirm transgender and nonbinary identities and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Materials use positive, affirming, and inclusive language when discussing and portraying LGBTQ2SIA+ people and communities, people of color, people with disabilities, and people from other protected classes.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials use a variety of scenarios, examples, and discussions that acknowledge a wide variety of people, values, and relationships (including friendships, family structures, and sexual and romantic relationships).</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> use positive, affirming, and inclusive language when discussing and portraying LGBTQ2SIA+ people and communities, people of color, people with disabilities, and people from other protected classes.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> use a variety of scenarios, examples, and discussions that acknowledge a wide variety of people, values, and relationships (including friendships, family structures, and sexual and romantic relationships).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials portray protected class communities negatively or only in association with negative health outcomes, stereotypes, or risk.</li> </ul>

1.4:Comprehensive Sexuality Education	Score	2 points	1 point	0 points
<p><b>Metric 2: COMPREHENSIVE</b> Materials refer to sexuality as a multidimensional and positive part of human development that changes throughout the lifespan.</p> <p>Materials present a comprehensive range of sexual and reproductive health practices that is not limited to abstinence and is communicated without value judgments.</p>		<ul style="list-style-type: none"> <li>● Materials provide medically-accurate information on all of the following concepts without value judgments (e.g., avoiding “right choice/wrong [healthcare/lifestyle] choice”, “good kid/bad kid”, “good parents/bad parents” language):               <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Pregnancy and parenthood options</li> <li>○ STI prevention</li> <li>○ Accessing healthcare</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials refer to sexuality as a positive and natural part of being human, beyond reproduction and disease prevention (e.g., sexuality is described as a lifelong part of health and well-being and includes healthy relationships, communication, body image, identity, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Materials provide medically-accurate information on all of the following concepts without value judgments (e.g., avoiding “right choice/wrong [healthcare/lifestyle] choice”, “good kid/bad kid”, “good parents/bad parents” language):               <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Pregnancy and parenthood options</li> <li>○ STI prevention</li> <li>○ Accessing healthcare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> provide medically-accurate information on all of the following concepts without value judgments (e.g., avoiding “right choice/wrong [healthcare/lifestyle] choice”, “good kid/bad kid”, “good parents/bad parents” language):               <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Pregnancy and parenthood options</li> <li>○ STI prevention</li> <li>○ Accessing healthcare</li> </ul> </li> </ul>

1.4:Comprehensive Sexuality Education	Score	2 points	1 point	0 points
<p><b>Metric 3: VIOLENCE/ABUSE PREVENTION</b> Materials include skill development opportunities to identify and respond to unsafe situations, accurately name body parts, define and promote consent, communicate boundaries, practice getting help from a trusted adult, analyze societal causes of violence, and emphasize that people are not to blame for the violence and abuse they experience.</p>		<ul style="list-style-type: none"> <li>● Materials include skill development opportunities to: <ul style="list-style-type: none"> <li>○ identify and respond to unsafe situations,</li> <li>○ accurately name body parts,</li> <li>○ define and promote consent,</li> <li>○ communicate and respect boundaries of self and others, and</li> <li>○ practice getting help from a trusted adult</li> </ul> <p style="text-align: center;"><b>AND</b></p> </li> <li>● Materials provide information about reporting and confidentiality.</li> <p style="text-align: center;"><b>AND</b></p> <li>● Materials provide opportunities to analyze societal causes of violence, and emphasize that people are not to blame for the violence and abuse they experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials include skill development opportunities to: <ul style="list-style-type: none"> <li>○ identify and respond to unsafe situations,</li> <li>○ accurately name body parts,</li> <li>○ define and promote consent,</li> <li>○ communicate and respect boundaries of self and others, and</li> <li>○ practice getting help from a trusted adult</li> </ul> <p style="text-align: center;"><b>AND</b></p> </li> <li>● Materials provide information about reporting and confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> include skill development opportunities to: <ul style="list-style-type: none"> <li>○ identify and respond to unsafe situations,</li> <li>○ accurately name body parts,</li> <li>○ define and promote consent,</li> <li>○ communicate and respect boundaries of self and others, and</li> <li>○ practice getting help from a trusted adult</li> </ul> <p style="text-align: center;"><b>AND</b></p> </li> <li>● Materials <u>do not</u> provide information about reporting and confidentiality.</li> </ul>
<p><b>Metric 4: AGE-APPROPRIATE</b> Materials address age-appropriate instruction on healthy relationships, bodies, sexuality, and violence/abuse prevention in every grade covered.</p>		<ul style="list-style-type: none"> <li>● Materials are clear and understandable and define key vocabulary.</li> <p style="text-align: center;"><b>AND</b></p> <li>● Materials meet the grade-level specific standards and provide background knowledge that correspond to the student's grade (e.g., 8th grade students aren't learning 6th grade standards).</li> <p style="text-align: center;"><b>AND</b></p> <li>● Materials provide opportunities to assess student understanding of topics by providing opportunities for student reflection and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials are clear and understandable and define key vocabulary.</li> <p style="text-align: center;"><b>AND</b></p> <li>● Materials align with the grade-level specific standards that correspond to the student's grade (e.g., 8th grade students aren't learning 6th grade standards).</li> <p style="text-align: center;"><b>OR</b></p> <li>● Materials provide opportunities to assess student understanding of topics by providing opportunities for student reflection and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>are not</u> clear and understandable and define key vocabulary.</li> <p style="text-align: center;"><b>AND</b></p> <li>● Materials <u>do not</u> meet the grade-level specific standards and provide background knowledge that correspond to the student's grade (e.g., 8th grade students aren't learning 6th grade standards).</li> </ul>

1.4:Comprehensive Sexuality Education	Score	2 points	1 point	0 points
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)	Partially Meets Expectations (5-6 points)	Does Not Meet Expectations (0-4 points)

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

### Criterion 2.1: Engagement & Motivation

**Description:** Materials give opportunities for student-driven learning, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, and experiences, and give students the opportunity to make connections with their goals, interests, and values.

2.1: Engagement & Motivation	Score	2 points	1 point	0 points
<p><b>Metric 1: RELEVANCE</b> Materials include topics that are relevant and interesting to students and provide access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests.</p>		<ul style="list-style-type: none"> <li>Materials include opportunities to share learning in ways that reflect a variety of student interests, identities, cultures, and communities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials offer opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities to share learning in ways that reflect a variety of student interests, identities, cultures, and communities.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials offer opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities to share learning in ways that reflect a variety of student interests, identities, cultures, and communities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>
<p><b>Metric 2: COLLABORATIVE LEARNING</b> Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, and opportunities to express their learning individually.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for teachers to use a variety of grouping strategies including whole group, small group, and individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for teachers to use a variety of grouping strategies including whole group, small group, and individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities for teachers to use a variety of grouping strategies including whole group, small group, and individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>

2.1: Engagement & Motivation	Score	2 points	1 point	0 points
<p><b>Metric 3: INDIVIDUAL STUDENT ADAPTABILITY</b> Materials include instructional strategies to support prior grade-level learning and extensions for students who are ready to deepen their understanding of grade-level content.</p>		<ul style="list-style-type: none"> <li>Materials include instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include extensions for students who are ready to deepen their understanding of grade-level content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include extensions for students who are ready to deepen their understanding of grade-level content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not include</u> instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> extensions for students who are ready to deepen their understanding of grade-level content.</li> </ul>
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)   Partially Meets Expectations (3-4 points)   Does Not Meet Expectations (0-2 points)		

## Criterion 2.2: Culturally Responsive Instructional Support

**Description:** Culturally responsive instruction refers to the explicit recognition and integration of students’ cultural knowledge, experience, and ways of being and knowing in teaching, learning, and assessment.

2.2: Culturally Responsive Instructional Support	Score	2 points	1 point	0 points
<p><b>Metric 1: ASSET-BASED PERSPECTIVE</b> Materials empower educators to identify, value, and maintain a high commitment to students’ experiences from their homes and communities that are leveraged as resources for health education teaching and learning.</p>		<ul style="list-style-type: none"> <li>● Materials provide opportunities for teachers to leverage students’ experiences and background knowledge to enhance instruction</li> <li style="text-align: center;"><b>AND</b></li> <li>● The materials provide guidance on <u>at least two of the following</u>:               <ul style="list-style-type: none"> <li>○ Ways to supplement or modify materials to engage a variety of learners</li> <li>○ Ways to leverage students’ interests to enhance instruction</li> <li>○ Ways to draw upon student home language to facilitate learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials provide opportunities for teachers to leverage students’ experiences and background knowledge to enhance instruction</li> <li style="text-align: center;"><b>OR</b></li> <li>● The materials provide guidance on <u>at least two of the following</u>:               <ul style="list-style-type: none"> <li>○ Ways to supplement or modify materials to engage a variety of learners</li> <li>○ Ways to leverage students’ interests to enhance instruction</li> <li>○ Ways to draw upon student home language to facilitate learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not</u> provide opportunities for teachers to leverage students’ experiences and background knowledge to enhance instruction</li> <li style="text-align: center;"><b>AND</b></li> <li>● The materials <u>do not</u> provide guidance on at least two of the following:               <ul style="list-style-type: none"> <li>○ Ways to supplement or modify materials to engage a variety of learners</li> <li>○ Ways to leverage students’ interests to enhance instruction</li> <li>○ Ways to draw upon student home language to facilitate learning.</li> </ul> </li> </ul>

2.2: Culturally Responsive Instructional Support	Score	2 points	1 point	0 points
<p><b>Metric 2: FRAMES OF REFERENCE</b> Materials utilize multiple frames of reference for developing and demonstrating health skills that correspond to a variety of cultural perspectives and experiences.</p>		<ul style="list-style-type: none"> <li>Materials use asset-based language and do not include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SIA+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide opportunities to challenge dominant ways of knowing in all of the following: <ul style="list-style-type: none"> <li>Uses critical perspectives to understand health within a social context</li> <li>Presents examples of critical thought and reasoning from both Western and non-Western cultures</li> <li>Includes a variety of options to demonstrate critical thinking through cultural perspectives, and/or student experiences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials use asset-based language and do not include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SIA+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide opportunities to challenge dominant ways of knowing in all of the following: <ul style="list-style-type: none"> <li>Uses critical perspectives to understand health within a social context</li> <li>Presents examples of critical thought and reasoning from both Western and non-Western cultures</li> <li>Includes a variety of options to demonstrate critical thinking through cultural perspectives, and/or student experiences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials use <u>deficit-based</u> language and/or include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SIA+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities to challenge dominant ways of knowing in any of the following: <ul style="list-style-type: none"> <li>Uses critical perspectives to understand health within a social context</li> <li>Presents examples of critical thought and reasoning from both Western and non-Western cultures</li> <li>Includes a variety of options to demonstrate critical thinking through cultural perspectives, and/or student experiences.</li> </ul> </li> </ul>
<p><b>Metric 3: INCLUSIVE CULTURAL VIEWS</b> Materials include pathways to developing health knowledge and skills that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p>		<ul style="list-style-type: none"> <li>The materials include texts, images, and assignments that recognize and leverage contributions from historically underrepresented and marginalized cultures</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include instructional strategies to engage diverse learners using culturally responsive practices.</li> </ul>	<ul style="list-style-type: none"> <li>The materials include texts, images, and assignments that recognize and leverage contributions from historically underrepresented and marginalized cultures</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include instructional strategies to engage diverse learners using culturally responsive practices.</li> </ul>	<ul style="list-style-type: none"> <li>The materials <u>do not</u> include texts, images, and assignments that recognize and leverage contributions from underrepresented and marginalized cultures</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> include instructional strategies to engage diverse learners using culturally responsive practices.</li> </ul>
<b>TOTAL</b>	_ / 4	Meets Expectations (5-6 points)	Partially Meets Expectations (3-4 points)	Does Not Meet Expectations (0-2 points)

## Part 3: Technical Usability Criteria [K-HS]

### Criterion 3.1: Supports for Teachers

**Description:** The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

3.1: Supports for Teachers	Score	2 points	1 point	0 points
<p><b>Metric 1: SUPPORTING GUIDANCE</b> Materials provide teacher guidance, including useful annotations and suggestions on effectively using student materials, visual models, and ancillary materials. The focus is on actively engaging students to enhance their health knowledge and skill development.</p>		<ul style="list-style-type: none"> <li>Materials provide grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> provide grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>
<p><b>Metric 2: HEALTH KNOWLEDGE FOR TEACHING</b> Materials contain adult-level explanations, examples, and resources for relevant health education concepts, so that teachers can improve their own knowledge of the subject.</p>		<ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of health concepts <b>within</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of health concepts <b>beyond</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of health concepts <b>within</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of health concepts <b>beyond</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> contain adult-level explanations and examples of health concepts within a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> contain adult-level explanations and examples of health concepts beyond a given course so that teachers can improve their own knowledge of the subject.</li> </ul>

3.1: Supports for Teachers	Score	2 points	1 point	0 points
<p><b>Metric 3: HOME CONNECTION</b> Materials provide strategies for engaging all partners—including students, parents, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>		<ul style="list-style-type: none"> <li>Materials contain strategies to inform students, parents, and caregivers about the health concepts presented in a given course.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Materials contain strategies to inform students, parents, and caregivers about the health concept presented in a given course.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> contain strategies to inform students, parents, or caregivers about the health concepts presented in a given course.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>
<p><b>Metric 4: CONTENT EDITABILITY</b> Materials are designed to allow a teacher to differentiate content and varied modes of communication within lessons, tasks, or other activities for students.</p>		<ul style="list-style-type: none"> <li>Materials provide teachers options to adapt content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teachers options to adapt content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teachers options to adapt content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)	Partially Meets Expectations (4-6 points)	Does Not Meet Expectations (0-3 points)

## Criterion 3.2: Supports for Students

**Description:** Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).

3.2: Supports for Students	Score	2 points	1 point	0 points
<p><b>Metric 1: STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide scaffolds to support students from special populations in their regular and active participation in health learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>		<ul style="list-style-type: none"> <li>Materials provide scaffolded language support for multilingual students to access grade-level health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level health education.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide scaffolded language support for multilingual students to access grade-level health education.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level health education.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> scaffolded language support for multilingual students to access grade-level health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level health education.</li> </ul>
<p><b>Metric 3: STUDENT DIFFERENTIATION</b> Materials provide extensions and/or opportunities for all students to engage with grade-level health education at varied levels of complexity.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for learners who could benefit from advanced applications of grade-level health education at a higher level of complexity, rather than simply doing more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials can be adapted by teachers to reflect relevant topics with different groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for learners who could benefit from advanced applications of grade-level health education at a higher level of complexity, rather than simply doing more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials can be adapted by teachers to reflect relevant topics with different groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities for learners who could benefit from advanced applications of grade-level health education at a higher level of complexity, and/or simply provide more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>cannot be adapted</u> to reflect relevant topics with different groups of students.</li> </ul>

3.2: Supports for Students	Score	2 points	1 point	0 points
<p><b>Metric 3: EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to enable their full participation in learning.</p>		<ul style="list-style-type: none"> <li>Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level health education.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level health education.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level health education.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation in grade-level health education.</li> </ul>
<p><b>Metric 4: STUDENT EDITABILITY</b> Digital materials include resources for students that are editable and allow students to show their understanding and comprehension.</p>		<ul style="list-style-type: none"> <li>Materials provide resources that are editable by students and allow them to communicate their understanding and reasoning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide resources that are editable by students and allow them to communicate their understanding and reasoning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> provide resources that are editable by students and allow them to communicate their understanding and reasoning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials <u>do not provide</u> guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

## Criterion 3.3: Digital Learning Design Elements\*

**Description:** The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.

3.3: Digital Learning Design Elements*	Score	2 points	1 point	0 points
<p><b>Metric 1: MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>		<ul style="list-style-type: none"> <li>Materials integrate interactive tools and/or simulation software in ways that support student engagement in health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials can be customized for local contexts on a variety of devices and learning management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Materials integrate interactive tools and/or simulation software in ways that support student engagement in health education.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials can be customized for local contexts on a variety of devices and learning management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not integrate</u> interactive tools and/or simulation software in ways that support student engagement in health education.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>cannot be customized</u> for local contexts and learning management systems.</li> </ul>
<p><b>Metric 2: LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including:</p> <ul style="list-style-type: none"> <li>Professional learning resources to support educators' use of the materials and content.,</li> <li>Resources to help families understand and utilize the materials while supporting their students at home,</li> <li>Support for students working independently.</li> </ul>		<ul style="list-style-type: none"> <li>Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> learning resources for teachers and/or students to collaborate with each other.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> resources for parents, caregivers and students to utilize using the resources independently.</li> </ul>
<p><b>Metric 3: MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>		<ul style="list-style-type: none"> <li>Digital and multimedia elements support accurate representations of holistic health and well-being.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Digital and multimedia elements support accurate representations of holistic health and well-being.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Digital and multimedia elements <u>do not support</u> accurate representations of holistic health and well-being.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are <u>not intentionally integrated and not connected</u> to learning outcomes.</li> </ul>

3.3: Digital Learning Design Elements*	Score	2 points	1 point	0 points
<p><b>Metric 4: ADAPTABILITY OF MATERIALS</b> Digital materials allow teachers to adjust and adapt documents and other included resources to meet student needs.</p>		<ul style="list-style-type: none"> <li>Materials provide teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance for using embedded technology to enhance student learning.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)		

\*This criterion is not required. Quality Indicators are provided for evaluation if digital components are included.

## Part 4: Assessment Criteria [K-HS]

### Criterion 4.1: Formative Assessment Process

**Description:** Instructional materials incorporate the formative assessment process:

- Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.
- Feedback informs the teaching and learning process.
- Students have agency to monitor and adjust their own learning.

4.1: Formative Assessment Process	Score	2 points	1 point	0 points
<p><b>Metric 1: CLARITY OF LEARNING GOALS</b> Materials are designed around clear learning goals and written in grade-appropriate, student-friendly language.</p>		<ul style="list-style-type: none"> <li>• Learning goals include student-friendly performance/success criteria.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals include student-friendly performance/success criteria that describe learning goals.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals <u>do not include</u> student-friendly performance/success criteria.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Learning goals <u>are not consistently</u> embedded and referred to throughout the unit and lesson content.</li> </ul>
<p><b>Metric 2: ELICITATION OF EVIDENCE</b> Instructional tasks and activities elicit a variety of evidence demonstrating student thinking, including opportunities for student self-assessment and reflection</p>		<ul style="list-style-type: none"> <li>• Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional tasks and activities <u>do not elicit evidence</u> of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities <u>are not</u> varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>

4.1: Formative Assessment Process	Score	2 points	1 point	0 points
<p><b>Metric 3: INTERPRETATION OF FEEDBACK</b> Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward.</p> <ul style="list-style-type: none"> <li>• Student-to-student</li> <li>• Educator-to-student</li> <li>• Student-to-educator</li> </ul>		<ul style="list-style-type: none"> <li>• Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials <u>do not include</u> teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials <u>do not include</u> strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>
<p><b>Metric 4: ACTION &amp; ADJUSTMENT</b> Materials guide educators and students to act on feedback and determine the next steps for learning.</p>		<ul style="list-style-type: none"> <li>• Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials ask students to reflect on their thinking and/or assess their own learning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials <u>do not ask</u> students to reflect on their thinking and learning or assess their own learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials <u>do not include</u> a comprehensive set of both extensions and resources/interventions for students who need additional supports.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

## Criterion 4.2: Performance Assessments

**Description:** Materials focus on health issues that affect personal, interpersonal and societal health and well-being, and align to the depth, breadth, and cognitive demand of the standards.

4.2 Performance Assessments	Score	2 points	1 point	0 points
<p><b>Metric 1: ALIGNMENT</b> Materials include performance tasks that are comprehensive, inclusive, aligned with health education standards, and reflect the eight topic areas.</p>		<ul style="list-style-type: none"> <li>Performance assessment tasks clearly align to the Oregon health standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessment tasks address <u>at least five</u> of the eight Health Education topic areas</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessment tasks clearly align to the Oregon health standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessment tasks address <u>at least four of</u> the eight Health Education topic areas</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessment tasks <u>are not aligned</u> to the Oregon health standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Performance assessment tasks <u>do not address at least four</u> the eight Health Education topic areas</li> </ul>
<p><b>Metric 2: CULTURAL AFFIRMATION</b> Performance assessments utilize and affirm students' interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.</p>		<ul style="list-style-type: none"> <li>Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments represent the diversity of our state and local communities.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Performance assessments represent the diversity of our state and local communities.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments <u>do not utilize and affirm</u> students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments <u>do not represent</u> the diversity of our state and local communities.</li> </ul>
<p><b>Metric 3: AUTHENTICITY</b> Performance assessments allow students to work with relevant health issues that affect personal, interpersonal and societal health and well-being.</p>		<ul style="list-style-type: none"> <li>Performance assessments require students to apply health education concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments require students to apply health education concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments <u>do not</u> require students to apply health education concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments <u>do not</u> include opportunities for students to engage with authentic audiences.</li> </ul>

4.2 Performance Assessments	Score	2 points	1 point	0 points
<p><b>Metric 4: CLARITY &amp; FEEDBACK</b> Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.</p>		<ul style="list-style-type: none"> <li>Performance assessments use scoring criteria that are clear and understandable to students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments promote actionable feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments use scoring criteria that are clear and understandable to students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Performance assessments promote actionable feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments <u>have unclear or missing</u> scoring criteria.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Performance assessments <u>do not promote</u> feedback to students.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)   Partially Meets Expectations (4-6 points)   Does Not Meet Expectations (0-3 points)		

## Criterion 4.3: Integrated Assessment System\*

**Description:** Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.

4.3: Integrated Assessment System*	Score	2 points	1 point	0 points
<p><b>Metric 1: ASSESSMENT DESIGN</b> Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities for demonstrations of knowledge and/or skills.</p>		<ul style="list-style-type: none"> <li>Diagnostic assessments measure student’s performance on grade-level standards and skills.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments measure student’s performance on grade-level standards and skills.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments <u>do not</u> measure student’s performance on grade-level standards and skills.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments <u>do not</u> provide opportunities to transfer learning to real-life scenarios or solve problems within new contexts.</li> </ul>
<p><b>Metric 2: DATA QUALITY</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>		<ul style="list-style-type: none"> <li>Assessment data is clear and understandable.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports are designed to inform next steps in the learning and teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data is clear and understandable.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Assessment reports are designed to inform next steps in the learning and teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data is <u>ambiguous or not easy to use</u>.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports <u>do not inform</u> any next steps in the learning and teaching process.</li> </ul>
<p><b>Metric 3: RESPONSIVENESS</b> The assessment system is connected to resources designed to meet students’ specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, “Now what?”)</p>		<ul style="list-style-type: none"> <li>Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) AND interventions (to reinforce and, where needed, reteach concepts)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be easily used by both educators and students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) OR interventions (to reinforce and, where needed, reteach concepts)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be easily used by both educators and students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results <u>offer no</u> extensions or interventions</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be used <u>only by</u> educators.</li> </ul>

4.3: Integrated Assessment System*	Score	2 points	1 point	0 points
<p><b>Metric 4: FAMILY ENGAGEMENT &amp; COMMUNICATION</b></p> <p>If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.</p>		<ul style="list-style-type: none"> <li>Assessment reports are easy to read and understandable by students and families.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports are available in English and at least one additional language.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports are easy to read and understandable by students and families.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports <u>are not</u> easy to read or understandable by students and families</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports <u>do not</u> provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

\*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.