

Common Criteria Framework for the Vetting of Instructional Materials

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Content

Content is structured to ensure all students meet grade-specific expectations as they develop literacy skills aligned to college and career readiness expectations.

Points to Consider:

- Alignment to
 - Common Core State Standards
 - Additional Content Specific Standards
- Degree to which content is aligned
- Depth of the alignment to standard statements
- Accuracy of content

Equity and Accessibility

Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.

Points to Consider:

- Multicultural Representation
- Free from bias
- Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students.

Assessment

Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.

Points to Consider

- Assessment is aligned to standards
- Assessment is designed at appropriate Depth of Knowledge (DOK) for standard being assessed
- Formats include performance and portfolio assessment as well as selected and constructed response.

Organization and Presentation

Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.

Points to Consider

- Readability – text is written in the appropriate grade level text complexity band.
- Activities are high-interest and foster critical thinking, problem solving, information and communication skills.
- Inquiry-based activities are suggested.
- A variety of technology resources available to students and teachers is integrated and regularly updated.
- The use of media enhances instruction and learning.

Instructional Design and Support

Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

Points to Consider

- Materials and activities are high-interest, engaging, authentic and encourage the use of critical thinking, problem solving, communication and personal direction skills.
- Opportunities exist for teachers to increase their own knowledge of content and/or instructional strategies.
- Guidance is provided for appropriate strategies for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction).
- Assessment is aligned to targeted objectives.



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