

High-Quality Instructional Materials Rubric



K-12 Computer Science and
Technology

April 2025



Department of
Education &
Workforce

Table of Contents

High-Quality Instructional Materials Rubric Guidance2

Computer Science and Technology Rubric 2

Gateway 1: Alignment 4

 Criterion 1.1: Alignment To Learning Standards 4

 Criterion 1.2: Technology Integration 7

Gateway 2: Instructional Support..... 11

 Criterion 2.1: Assessment 11

 Criterion 2.2: Student Supports 14

 Criterion 2.3: Teacher Support..... 18

High-Quality Instructional Materials Rubric

K-12 COMPUTER SCIENCE AND TECHNOLOGY

TITLE: _____ **REVIEWER NAME:** _____ **DATE:** _____

Computer Science and Technology Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in meeting the needs of students within a school or district. This evaluation rubric is designed to offer an evaluation that districts can utilize to determine how well instructional materials align with Ohio's Learning Standards for Computer Science and Technology and other local criteria. Pursuant to ORC 3301.079 (B) (3) and 3313.60, it is the responsibility of Ohio's local boards of education to vet and approve curriculum and educational materials for use in the public schools within their district. Districts and schools should use their professional expertise to determine the suitability of any particular resources for use in their districts, schools or classrooms.

The evaluation rubric includes key considerations for high-quality instructional materials and outlines two Gateways for consideration when evaluating materials. Within each Gateway, Criterion and related Indicators are provided along with Guiding Questions and Look-Fors. Each indicator is evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Ohio's rubric is composed of 5 criteria: Alignment with Standards, Technology Integration, Assessment, Student Supports and Teacher Supports. These criteria feature review indicators, each with guiding questions and evidence guidance to help focus the review process.

- *Criterion:* Criterion refers to a compilation of indicators within a specific focus area in computer science and technology that discern markers of high-quality instructional materials. Each criterion area offers a concise description at the beginning of its section, and the scoring of each criterion is determined by the total indicators.
- *Indicators:* Indicators denote the high-quality components of instructional materials that align with the Ohio Learning Standards for Computer Science and Technology.
- *Guiding Questions:* Guiding Questions accompany each indicator and are intended to assist reviewers in understanding the evidence required for each indicator.
- *Look For Evidence of How the Materials:* The Look-Fors offer suggestions and considerations for what reviewers may observe in the instructional materials to support the evaluation of that indicator. These suggestions are not exhaustive, as demonstrations for any indicator can vary between materials.
- *Scoring:* Scores are given to most indicators within each criterion to determine how well materials meet the expectations. Each scored indicator is evaluated as Not Meeting Expectations, Partially Meeting Expectations, or Meeting Expectations using a 0-1-2 scale score. Some indicators are marked as "Narrative Evidence" and will not receive a numeric score.

The rubric is designed to allow reviewers to determine a threshold for quality for each Gateway. If instructional materials do not meet the thresholds for Meets Expectations or Partially Meets Expectations for a Gateway, reviewers are prompted to not move forward with reviewing the other Gateways.

- Gateway 1: Alignment (advance to Gateway 2 only if the instructional materials Meet or Partially Meet Expectations for Gateway 1)
- Gateway 2: Instructional Support

Review Summary	Criteria	Score	Rating
Alignment Criteria	1.1 Alignment to Learning Standards	_ /6	
	1.2 Technology Integration	_ /10	
	Gateway 1 Sub-Total	_ /16	
Instructional Supports Criteria	2.1 Assessment	_ / 6	
	2.2 Student Supports	_ /10	
	2.3 Teacher Supports	_ /12	
	Gateway 2 Sub-Total	_ /28	
Overall Rating		Total Score	Final Rating
Meets Expectations <i>Materials meet expectations for all criteria.</i> Partially Meets Expectations <i>Materials meet or partially meet expectations for all criteria.</i> Does Not Meet Expectations <i>Any gateway that does not meet the criteria.</i>		_ /44	

Gateway 1: Alignment

Gateway 1 looks at alignment with the Ohio Learning Standards and additional subject-specific indicators of quality.

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS						
Materials address grade-level content to meet the intent of Ohio’s Learning Standards in Computer Science and Technology.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.1a. Materials are aligned to Ohio’s Learning Standards for Computer Science and Technology at the appropriate grade or course level.			<ul style="list-style-type: none">• Does each lesson show the specific standards that are addressed in the materials?• Have all aspects or parts of the standards been addressed?• Does the lesson thoroughly address the content of the standards?• Is complexity evident in the materials?		<ul style="list-style-type: none">• Address grade-level standards.• Provide opportunities for students to engage in complex thinking and reasoning.• Ensure students reach grade-level proficiency while engaging in Ohio's Learning Standards for Computer Science and Technology.	
Scoring						
0	1	2				
1.1b. Materials provide opportunities for interaction with real-world Computer Science and Technology tools and their purposes.			<ul style="list-style-type: none">• Are materials designed so that students and teachers work with engaging, relevant, real-world applications of computer science and technology?		<ul style="list-style-type: none">• Focus on contemporary advancements in computer science and technologies.• Provide opportunities for students to learn from relevant case studies that examine real-world scenarios.• Students will explore and conduct an in-depth analysis of contemporary issues, aiming to provide comprehensive insights into current challenges, complexities, and innovative solutions within the field.	
Scoring						
0	1	2				

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS						
Materials address grade-level content to meet the intent of Ohio’s Learning Standards in Computer Science and Technology.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.1c. Materials are coherent with the consistent progression of skills found in the Ohio Learning Standards and Model Curriculum for Computer Science and Technology.			<ul style="list-style-type: none">Do the materials make connections to prior and future learning within a grade or course?Do the materials explain why students need to know this content?Do the materials allow for easy identification of Ohio’s Learning Standards and coherently support Ohio’s Learning Progressions?		<ul style="list-style-type: none">Integrate previous learning.Provide opportunities for students to build vertical content knowledge by accessing prior knowledge and understanding of concept progression to build future learning.Connect current learning to future learning.Create a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills.Create an intentional sequence.	
Scoring						
0	1	2				
Criterion 1.1 Summary					Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)						

CRITERION 1.2: TECHNOLOGY INTEGRATION

Materials are supported by district technology, easy to configure and use, and include innovative and engaging content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2a. Digital materials (either included as part of the core materials or as part of a digital curriculum) are compatible with school or district hardware and software.			<ul style="list-style-type: none">Is the digital material compatible with applicable browsers?Are there any add-ins needed for proper operation of curricular materials?Do all students and teachers use the same browser?Are materials compatible with the hardware used in the school or district, like computers, tablets, or other devices?	<ul style="list-style-type: none">Work with the applicable browser if it is web-based.Are designed to work seamlessly with computers, tablets, etc. in use in the school or district.Require any other hardware needed to implement the curriculum.Are compatible with operating systems including Chrome, Windows, and Apple IOS in use in the school or district.Function effectively with the operating systems used in the school or district, such as Chrome, Windows, and Apple iOS?Require add-ins or applications needed to implement and use the curriculum.	
Scoring					
0	1	2			
1.2b. Materials are responsive to student input in a way that creates an individualized learning experience.			<ul style="list-style-type: none">Does the material adapt to the user based on what they do (adaptable software)?Does the material allow the user some flexibility or individual control during the learning experience?Do the materials/program provide opportunities for students to receive feedback?	<ul style="list-style-type: none">Allow for a Personalized Learning Experience.Allow for student choice in activities, tasks, and assessments.Provide different opportunities for feedback.	
Scoring					
Narrative Evidence					

CRITERION 1.2: TECHNOLOGY INTEGRATION

Materials are supported by district technology, easy to configure and use, and include innovative and engaging content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2c. Interactive material is purposeful and directly related to learning.			<ul style="list-style-type: none">Are the materials directly tied to the learning objectives?	<ul style="list-style-type: none">Connect and support the learning objectives	
Scoring					
0	1	2			
1.2d. Materials are accessible from within a Learning Management System (LMS).			<ul style="list-style-type: none">Are the materials compatible with different Learning Management Systems and easily integrated within?	<ul style="list-style-type: none">Include guidance on use with an LMS.Are easily integrated with an LMS.	
Scoring					
Narrative Evidence					
1.2e. Materials meet all district privacy-data security requirements.			<ul style="list-style-type: none">Are the materials deployed in a manner that aligns to safe cyber standards in education?Are there any concerns from district technology coordinators?	<ul style="list-style-type: none">Provide guidance for IT professionals on the deployment of digital materials.	
Scoring					
0	1	2			
1.2f. Nondigital (unplugged) versions of materials are available for students.			<ul style="list-style-type: none">Are unplugged (nondigital) alternatives included in the material?	<ul style="list-style-type: none">Include unplugged (nondigital) materials.	
Scoring					
Narrative Evidence					

CRITERION 1.2: TECHNOLOGY INTEGRATION

Materials are supported by district technology, easy to configure and use, and include innovative and engaging content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2g. Materials integrate digital technology such as interactive tools, virtual manipulatives, or objects and/or dynamic software in ways that engage students in the grade or course level, when applicable.			<ul style="list-style-type: none">Do the materials include digital technology that will engage students?Do the materials integrate interactive tools along with dynamic software in ways that support student engagement of digital technology?Do the materials include digital technology and interactive tools that support student engagement and include how the digital materials that can be customized for local use (i.e., either student or community interests)?	<ul style="list-style-type: none">Include engaging grade or course-level interactive tools.Include engaging grade or course-level virtual manipulatives or objects.Include dynamic software or interface.Include videos, virtual manipulatives, glossaries, English captioning, illustrations and graphic tools, speech recognition, interactive tools, materials in the home language, games, and use of accessible formats.	
Scoring					
0	1	2			
1.2h. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.			<ul style="list-style-type: none">Do the materials include activities or projects that require collaboration?Do the materials use accepted methods of project management?	<ul style="list-style-type: none">Use System Development Life Cycle (SDLC).Use the Engineering Design Process.Use other accepted design methodologies.	
Scoring					
Narrative Evidence					

CRITERION 1.2: TECHNOLOGY INTEGRATION						
Materials are supported by district technology, easy to configure and use, and include innovative and engaging content.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.2i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.			<ul style="list-style-type: none">• Are these materials easy to use from the teacher and student perspective?• Do the materials promote student usage and learning?		<ul style="list-style-type: none">• Provide images and graphics that support student learning and engagement. Provide images and graphics that clearly communicate information or support student understanding of digital technology concepts. Provide organizational features (e.g., table of contents, glossary, index, internal references, table headers, captions, etc.) clearly and accurately. Are easy to use and include intuitive features.	
Scoring						
0	1	2				
Criterion 1.2 Summary					Criterion Score	Criterion Rating
Meets Expectations (8-10 pts) Partially Meets Expectations (6-7 pts) Does Not Meet Expectations (< 7 pts)						

Gateway 1 Summary	Points Scored
Criterion 1.1: Alignment with Standards	_/6
Criterion 1.2: Technology Integration	_/10
Gateway 1 Rating Levels	Gateway 1 Total Points
Meets Expectations (13-16 pts) Partially Meets Expectations (10-12 pts) Does Not Meet Expectations (< 10 pts)	_/16
Gateway 1 Comments:	

Gateway 2: Instructional Support

Gateway 2 examines additional indicators of quality that demonstrate the usability of the materials to support implementation. This includes assessment, student supports and teacher supports. **Materials must Meet or Partially Meet Expectations for Gateway 1 to be reviewed for Gateway 2.**

CRITERION 2.1: ASSESSMENT						
The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
2.1a. Materials offer a diverse system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.			<ul style="list-style-type: none"> Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up? Is guidance consistently provided to teachers on how to interpret student understandings? 		<ul style="list-style-type: none"> Provide resources (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes. Provide guidance to teachers to interpret student understanding. Provide teachers guidance to respond to student needs elicited by the assessment. Provide opportunities for students to show learning through annotated drawings, classroom observations, oral responses, and presentations, use of glossaries and home language, performance assessments, and portfolios. 	
Scoring						
0	1	2				

CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1b. Assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards across the series.			<ul style="list-style-type: none">Do the assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards and practices across the series?Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and suggestions for how they can be used?Is there a good balance of complexity in assessment tasks?	<ul style="list-style-type: none">Provide opportunities for different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks).Provide opportunities for different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple-choice).	
Scoring					
0	1	2			

CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1c. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.			<ul style="list-style-type: none">Do materials incorporate accommodations in assessments that maintain the assessment's content while enabling students to demonstrate their knowledge and skills effectively?Is guidance provided for teachers to use the accommodations?	<ul style="list-style-type: none">Describe where and how accommodations are offered that ensure all students can access the assessment, (e.g., text-to-speech, increased font size, etc.) without changing the content of the assessment.Provide guidance for teachers to accommodate students, including those in special populations, without altering grade-level or course expectations or the content of the assessment.	
Scoring					
0	1	2			
Criterion 2.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each child's regular and active participation in grade-level/grade-band/course-level content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2a. Materials provide strategies and support to help students consistently and actively engage in learning at course level or grade level.			<ul style="list-style-type: none">Do materials provide differentiation supports to sufficiently engage students in grade-level or course-level content?Do the materials provide comprehensive guidance on strategies and accommodations for diverse student needs?	<ul style="list-style-type: none">Provide specific strategies and supports for differentiating instruction.Provide a comprehensive strategic support system for students to maintain consistent and active involvement in their learning.	
Scoring					
0	1	2			
2.2b. Materials provide both extensions and opportunities for students to engage with grade-level or course-level content at higher levels of complexity.			<ul style="list-style-type: none">Do materials provide intentional extensions and structured opportunities enabling students to interact with course or grade-level content at higher levels of complexity?	<ul style="list-style-type: none">Suggest strategies and supports for students’ exploration of grade-level or course-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning.Provide opportunities for students to develop and apply higher-level thinking.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each child's regular and active participation in grade-level/grade-band/course-level content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2c Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.			<ul style="list-style-type: none">Do the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods while providing a variety of approaches for students to demonstrate and monitor their learning?	<ul style="list-style-type: none">Provide opportunities for students to share their thinking, demonstrate changes in their thinking over time, and apply their understanding in new contexts.Leverage the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply content concepts.Provide opportunities for students to monitor and deepen their own learning, using ongoing review, either oral or written feedback, practice, and self-reflection.	
Scoring					
0	1	2			
2.2d. Materials provide opportunities for teachers to use a variety of grouping strategies.			<ul style="list-style-type: none">Do the materials provide varied and adaptable grouping structures that address different learning needs and objectives?Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?	<ul style="list-style-type: none">Describe for the teacher how and where to group students in a variety of grouping formats.Provide for meaningful interaction among students, such as in large or small groups, pairs, etc.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each child's regular and active participation in grade-level/grade-band/course-level content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2e. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning.			<ul style="list-style-type: none">Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level technology and computer science?Do the materials for teachers provide guidance for instructional practices that foster and empower English Learners (ELs) to develop and exercise agency and autonomy in their learning?	<ul style="list-style-type: none">Provide strategies and opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter, including scaffolding up to and within grade-level or course-level work.Provide teacher guidance to support EL students.Provide guidance that help teachers identify and follow up on whether the student has challenges in content vs. language acquisition, as well as identify when students may have misconceptions about content vs. language demand, to ensure the two are not conflated.	
Scoring					
0	1	2			
2.2f. Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from all communities and enable students to see themselves in materials.			<ul style="list-style-type: none">Do the materials provide a balance of images or information about all people?Do the materials provide representations that show students they can succeed in the subject?	<ul style="list-style-type: none">Provide positive and balanced depictions of all individuals.Avoid bias or any trend or deviation from the truth in data collection, data analysis, interpretation, and publication that can cause false conclusions.	
Scoring					
Narrative Evidence					

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each child's regular and active participation in grade-level/grade-band/course-level content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2g. Materials provide teachers with guidance and strategies that embrace and integrate students' home languages, as well as their cultural and social backgrounds to facilitate meaningful learning.	<ul style="list-style-type: none">Do the materials provide strategies for utilizing students' home language in context with the materials?Do the materials provide guidance for teachers to effectively incorporate and utilize students' cultural and social backgrounds in the classroom and learning process?	<ul style="list-style-type: none">Provide suggestions and strategies for how to allow the use of the home language to support students in learning technology and computer science.Present multilingualism as an asset in reading and learning technology and computer science.Make connections to students' linguistic and cultural backgrounds to facilitate learning.Provide opportunities for students to feel acknowledged, e.g., asked to create personal problems based on customs of their own home culture.	
Scoring			
Narrative Evidence			
2.2h. Materials provide supports for different reading levels to ensure accessibility for students.	<ul style="list-style-type: none">Do the materials incorporate specific strategies to assist students reading at or below grade level in engaging with grade or course-level technology and computer science?Do the materials scaffold vocabulary or concepts to support readers at or below grade or course level?Do the materials use a variety of representations to engage students with grade or course-level content?	<ul style="list-style-type: none">Provide tasks with multiple entry points.Use a variety of representations to engage students with grade-level or course-level content.Include pre-reading activities that utilize visuals to establish necessary background knowledge on new or unfamiliar themes or topics in an appropriate manner.	
Scoring			
Narrative Evidence			
Criterion 2.2 Summary		Criterion Score	Criterion Rating
Meets Expectations (8-10 pts) Partially Meets Expectations (6-7 pts) Does Not Meet Expectations (< 6 pts)			

CRITERION 2.3: TEACHER SUPPORT

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in order to guide their development.			<ul style="list-style-type: none">Do the materials offer comprehensive guidance, including detailed annotations and actionable suggestions, to assist teachers in implementing both student and ancillary materials, specifically focusing on engaging students to facilitate their developmental progress?	<ul style="list-style-type: none">Provide overview sections, annotations, narrative information, or other documents that will assist the teacher in planning instruction, including strategies and guidance for presenting the content.Include guidance on identifying and addressing student errors and misconceptions in the planning phase.	
Scoring					
0	1	2			
2.3b. Materials contain adult-level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.			<ul style="list-style-type: none">Do the materials provide comprehensive resources that support teachers in deepening their understanding of complex grade-level or course-level concepts, extending beyond the current curriculum, through adult-level explanations and examples?	<ul style="list-style-type: none">Provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.Provide supports for teachers to develop their own understanding of more advanced applications of grade-level or course-level concepts.Provide supports for teachers to develop their own understanding of concepts beyond the current course.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORT

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3c. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.			<ul style="list-style-type: none">Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?Do the materials provide best practices to support teachers’ planning for instruction?Do the materials recommend professional learning strategies that promote teachers reflecting on and considering the student experience with the instructional materials?Do the materials provide recommendations for both initial professional learning and sustained teacher support for student success with the program?	<ul style="list-style-type: none">Provide guidance on curriculum-based professional learning to support classroom facilitation, including understanding the program's instructional design, philosophy, and approaches in units and lessons.Provide guidance and strategies for professional learning that provide teachers opportunities and time to plan instruction and collaborate with colleagues (i.e., professional learning communities, study groups, coaching, feedback, and reflective practices.)Includes initial and ongoing curriculum-based professional learning to support the program's sustainability.	
Scoring					
0	1	2			
2.3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.			<ul style="list-style-type: none">Do the materials provide comprehensive strategies that enable students, parents, and caregivers with an understanding of the program, accompanied by actionable guidance to actively support and enhance student progress and achievement?	<ul style="list-style-type: none">Contain strategies for informing students, parents, and/or caregivers about the technology and computer science their student is learning.Provide forms of communication with parents and caregivers, including for families that may speak and read in a language other than English.Contain suggestions for how parents or caregivers can support student progress and achievement.	
Scoring					
Narrative Evidence					

CRITERION 2.3: TEACHER SUPPORT

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.			<ul style="list-style-type: none">Do the materials present the program's teaching methodologies and evidence-based strategies that aids educators' understanding and implementation?	<ul style="list-style-type: none">Explain the instructional approaches of the program.Identify and reference research-based strategies that are used in the design.	
Scoring					
0	1	2			
2.3f. Materials provide a comprehensive list of all supplies needed to support instructional activities.			<ul style="list-style-type: none">Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?	<ul style="list-style-type: none">Provide a comprehensive list of all digital and print materials needed to complete the instructional activities.	
Scoring					
Narrative Evidence					

CRITERION 2.3: TEACHER SUPPORT

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3g. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations.			<ul style="list-style-type: none">Do the materials explore multiple implementation pathways and their resource implications?Do materials address trade-offs between implementations, incorporating considerations of time and effectiveness?Do materials prioritize adaptability, promoting flexibility in response to available resources or evolving circumstances?	<ul style="list-style-type: none">Provide a detailed breakdown of the resources needed for each implementation pathway, including time, personnel, materials, and any other required resources.Provide a clear and structured comparison that highlights the trade-offs with different implementation methods and discusses how each option affects time and effectiveness.Provide guidance or suggestions on how to adapt or modify the implementation strategy based on the availability of resources or changing circumstances, demonstrating a proactive approach to flexibility.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORT

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3h. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.			<ul style="list-style-type: none">Do the materials provide specific guidance, examples, or instructions for teachers to effectively utilize embedded technology, where suitable, to enhance and strengthen student learning experiences?	<ul style="list-style-type: none">Provide teacher guidance on how to use embedded technology in supporting and enhancing student learning.Provide step-by-step explanations on integrating digital tools, recommendations for suitable technological resources, or scenarios showcasing technology-enhanced learning activities aligned with the curriculum.Provide troubleshooting tips or strategies for adapting the use of technology to different learning environments or student needs.	
Scoring					
0	1	2			
Criterion 2.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)					

Gateway 2 Summary	Points Scored
Criterion 2.1: Assessment	_ /6
Criterion 2.2: Student Supports	_ /10
Criterion 2.3: Teacher Supports	_ /12
Gateway 2 Rating Levels	Gateway 1 Total Points
Meets Expectations (23-28 pts) Partially Meets Expectations (17-22 pts) Does Not Meet Expectations (< 17 pts)	_ /28
Gateway 2 Comments:	