

Subgroup Criteria Bank (ELL & SWD)

Evaluation Indicators for Instructional
Materials and Implementation



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PURPOSE OF THIS TOOL

The purpose of this Subgroup Criteria Bank is to provide a set of measurable, observable indicators to support district and school teams in evaluating and implementing HQIMs (High-Quality Instructional Materials). It is designed to support districts specifically during the criteria development, materials review, and selection phases of instructional materials adoption, and to inform implementation planning.

This tool is designed to support the evaluation of instructional materials for a range of student subgroups, including:

- ▶ English Language Learners (ELLs)
- ▶ Students with Disabilities (SWD)
- ▶ Students with interrupted formal education (SIFE)
- ▶ Students with intersecting needs (e.g., English language learners with disabilities, etc.)

The domains are designed to capture supports for a wide range of learner needs within a unified framework, rather than isolating supports by subgroup.

They are meant to ensure that subgroup considerations are embedded within core instructional materials as part of a district's evaluation process for HQIMs.

This tool is intended for direct integration into the Florida Materials Navigator's evaluation tool bank. It supports consistent, evidence-based review across materials and classrooms in Florida.

HOW THIS TOOL IS USED

During materials review, evaluation, and adoption processes, district teams should use these domains and indicators to:

- ▶ Evaluate how well materials support access to grade-level content for the subgroups
- ▶ Identify where supports are strongly embedded, dependent on local capacity, or not present
- ▶ Determine potential risks for subgroup access
- ▶ Inform scoring, discussion, and final selection decisions

OVERVIEW OF EVALUATION PROCESS

This tool is designed to guide teams through a structured process for evaluating instructional materials and determining their effectiveness for supporting English Language Learners (ELLs) and Students with Disabilities (SWDs).

Step 1: Score	Use the Subgroup Indicator Tables (Section 3) to evaluate each domain.
Step 2: Synthesize	Review indicator scores within each domain to identify overall patterns
Step 3: Classify	Apply the Classification Rubric Decision Rules to determine how supports function in practice. Classify each HQIM reviewed as High Risk , Dependent on Local Capacity or Strong Embedded Supports . Identify patterns across domains, and rate each HQIM as High Risk , Limited Alignment , Moderate Alignment , or Strong Alignment
Step 4: Reflect	Use the District Reflection Tool to guide team discussion, identify implications, and inform next steps

HOW THIS TOOL IS ORGANIZED

Indicators are organized into scoring rubrics in the following domains in Section 3:

- ▶ Subgroup Domain 1: Access to Grade-Level Content
- ▶ Subgroup Domain 2: Language Development (ELL focus)
- ▶ Subgroup Domain 3: Scaffolding & Differentiation
- ▶ Subgroup Domain 4: Student Engagement & Discourse
- ▶ Subgroup Domain 5: Assessment & Feedback
- ▶ Subgroup Domain 6: Accessibility & Usability (SWD Focus)

Each indicator is:

- ▶ measurable
- ▶ observable
- ▶ aligned to a 5-point Likert scale

RATING SCALE (USED ACROSS ALL INDICATORS)

Rating	Description
1: Not Evident	Practice is not present or observable
2: Minimally Evident	Practice is present in limited or inconsistent ways
3: Partially Evident	Practice is present but not consistently implemented
4: Mostly Evident	Practice is established and regularly implemented
5: Fully Evident	Practice is fully integrated, consistent, and systematized

SECTION 1: DESCRIPTIONS OF SUBGROUP CORE DOMAINS



- ▶ **Subgroup Domain 1: Access to Grade-Level Content**
- ▶ **Subgroup Domain 2: Language Development (ELL Focus)**
- ▶ **Subgroup Domain 3: Scaffolding & Differentiation**
- ▶ **Subgroup Domain 4: Student Engagement & Discourse**
- ▶ **Subgroup Domain 5: Assessment & Feedback**
- ▶ **Subgroup Domain 6: Accessibility & Usability (SWD Focus)**

► SUBGROUP DOMAIN 1: ACCESS TO GRADE-LEVEL CONTENT

Domain Purpose:

This domain evaluates how well instructional materials support access to grade-level content, ensuring that all students can meaningfully engage in rigorous, Florida standards-aligned learning experiences.

Access should be embedded within instruction through intentional supports, rather than treated as a separate or supplemental consideration, or addressed through simplification of content.

Subgroup Indicator 1.1: Materials maintain alignment to grade-level standards while supporting access for all learners

- 1 Materials do not align to grade-level standards or require significant simplification
- 2 Limited alignment; supports frequently replace grade-level tasks
- 3 Grade-level alignment is present but inconsistently supported
- 4 Materials maintain grade-level rigor with supports for most learners
- 5 Materials consistently maintain grade-level rigor while embedding supports for all learners

Subgroup Indicator 1.2: Students are supported in accessing grade-level tasks rather than being redirected to lower-level work

- 1 Students are frequently given below-grade-level tasks
- 2 Some grade-level tasks are present, but many are replaced with simplified work
- 3 Grade-level tasks are present but inconsistently accessible
- 4 Students regularly engage in grade-level tasks with supports
- 5 All students consistently engage in grade-level tasks with appropriate supports

Subgroup Indicator 1.3: Supports are embedded within instructional materials rather than dependent on external supplementation

- 1 Supports are not present within materials
- 2 Limited supports; heavy reliance on teacher-created modifications
- 3 Some embedded supports, but inconsistent across lessons
- 4 Supports are embedded and generally sufficient for most learners
- 5 Supports are fully embedded and consistently support access across materials

Subgroup Indicator 1.4: Instructional materials provide multiple entry points into content

- 1 Content is presented in a single format with no flexibility
- 2 Limited variation in how content is presented
- 3 Some variation, but not consistently aligned to student needs
- 4 Multiple entry points are regularly provided
- 5 Materials are intentionally designed with flexible entry points for diverse learners

Subgroup Indicator 1.5: Tasks and learning experiences are designed to build toward grade-level expectations

- 1 Tasks do not build toward grade-level expectations
- 2 Tasks are loosely connected but lack coherence
- 3 Some progression is present but inconsistent
- 4 Tasks build logically toward grade-level expectations
- 5 Tasks are intentionally sequenced to ensure all learners reach grade-level expectations

Subgroup Indicator 1.6: Materials provide structured pathways for students who are significantly below grade level or have gaps in prior learning to engage in grade-level content without being permanently redirected to below-grade-level work.

- 1 Students are consistently redirected to below-grade-level work with no pathway to grade-level content
- 2 Limited attempts to support access to grade-level content; most tasks remain below grade level
- 3 Some pathways to grade-level content are present, but inconsistent or unclear
- 4 Materials regularly include structured pathways that support students in accessing grade-level content
- 5 Materials intentionally and consistently provide structured pathways that enable all students to engage in grade-level content while addressing gaps in prior learning

► SUBGROUP DOMAIN 2: LANGUAGE DEVELOPMENT (ELL FOCUS)

Domain Purpose:

This domain evaluates how well instructional materials integrate language development with content learning, ensuring that English Language Learners (ELLs) are not only accessing content but also developing the academic language needed to engage with and demonstrate understanding of that content.

Language development should be embedded within instruction, not treated as a separate or supplemental component.

Note:

Florida is a member of the WIDA Consortium, and this domain reflects expectations aligned to WIDA's approach to language development. Instructional materials should support the development of academic language at the word, sentence, and discourse levels, with increasing complexity over time as students engage with grade-level content.

Subgroup Indicator 2.1: Instruction integrates language development with content learning

- 1 Language development is not addressed within instruction
- 2 Language supports are present but disconnected from content tasks
- 3 Language development is partially integrated but inconsistently applied
- 4 Language development is regularly integrated with content learning
- 5 Language development is fully integrated, with clear connections between language use and content understanding

Subgroup Indicator 2.2: Materials support the development of academic language at the word, sentence, and discourse levels, with increasing complexity over time

- 1 Academic language is not addressed at the word, sentence, or discourse level
- 2 Limited attention to vocabulary; little to no support for sentence-level or extended language use
- 3 Some attention to vocabulary and sentence-level language, but limited progression or consistency
- 4 Materials support vocabulary, sentence-level language, and extended discourse with some progression over time
- 5 Materials intentionally develop academic language across word, sentence, and discourse levels, with clear progression in complexity over time

Subgroup Indicator 2.3: Students are provided structured opportunities to use academic language

- 1 No opportunities for student language use are present
- 2 Limited opportunities for language use with minimal structure
- 3 Opportunities are present but not consistently structured or supported
- 4 Structured opportunities for academic language use are regularly embedded
- 5 Students consistently engage in structured, supported academic language use across tasks

Subgroup Indicator 2.4: Language demands are aligned to task expectations and increase in complexity over time

- 1 Language demands are unclear or not aligned to tasks
- 2 Language demands are present but not intentionally aligned
- 3 Some alignment is present but lacks progression
- 4 Language demands are aligned and show progression across lessons
- 5 Language demands are intentionally sequenced to build increasing complexity alongside content learning

Subgroup Indicator 2.5: Supports are provided to help students comprehend and produce language

- 1 No supports for language comprehension or production are present
- 2 Limited supports are present but inconsistently applied
- 3 Supports are present but not consistently aligned to student needs
- 4 Supports for comprehension and production are regularly embedded
- 5 Supports are intentionally designed and consistently support both comprehension and production of language

Subgroup Indicator 2.6: Materials support interaction at the word, sentence, and discourse levels as a driver of language development

- 1 No opportunities for interaction or discourse are present
- 2 Limited interaction with minimal structure
- 3 Some opportunities for interaction but not consistently supported
- 4 Structured opportunities for discourse are regularly embedded
- 5 Discourse is intentionally structured and used as a primary means of developing language and understanding

► SUBGROUP DOMAIN 3: SCAFFOLDING & DIFFERENTIATION

Domain Purpose:

This domain evaluates how well instructional materials include intentional, embedded scaffolds that support all students—particularly subgroups such as English language learners and students with disabilities—in accessing grade-level content.

Effective Scaffolding:

- supports access without reducing grade-level rigor
- aligned to the demands of the standard and the task and responsive to student variability
- provides temporary support that can be gradually released or re-implemented
- is embedded within instruction, not left to teacher creation

Note:

Scaffolds should function as temporary supports that enable students to engage in grade-level content. Materials should not rely on lowering expectations or substituting simpler tasks in place of scaffolding. Rather, scaffolds should improve access to the full mastery of the standard.

Examples of Scaffolds May Include:

- visual supports
- modeling and think-alouds
- structured questioning
- sentence frames
- prompts for peer-to-peer discourse
- graphic organizers
- guided practice routines

Subgroup Indicator 3.1: Instructional materials include scaffolds that are aligned to the cognitive and language demands of tasks

- 1 No scaffolds are provided, or scaffolds are not aligned to task demands
- 2 Limited scaffolds are present and loosely connected to task demands
- 3 Some scaffolds are aligned to tasks, but inconsistently applied
- 4 Scaffolds are regularly aligned to task demands and support student access
- 5 Scaffolds are intentionally aligned to both cognitive and language demands of tasks and consistently support access

Subgroup Indicator 3.2: Scaffolds support access to grade-level content without reducing rigor

- 1 Tasks are simplified or replaced rather than scaffolded
- 2 Some scaffolds are present, but tasks are often reduced in complexity
- 3 Scaffolds are used, but at times reduce the level of rigor
- 4 Scaffolds generally maintain grade-level rigor
- 5 Scaffolds consistently support access while maintaining full grade-level rigor

Subgroup Indicator 3.3: Scaffolds are embedded within instructional materials rather than dependent on teacher-created supports

- 1 No embedded scaffolds are present
- 2 Limited scaffolds; heavy reliance on teacher-created supports
- 3 Some scaffolds are embedded, but inconsistent across lessons
- 4 Scaffolds are embedded and generally sufficient for most learners
- 5 Scaffolds are consistently embedded and support access across materials

Subgroup Indicator 3.4: Instruction includes a progression of support that gradually releases responsibility to students while maintaining cognitive demand

- 1 No clear progression of support is present
- 2 Limited modeling or guided support is provided
- 3 Some progression is present but inconsistent
- 4 A clear progression of support is regularly present
- 5 Instruction consistently includes intentional progression from modeling to independence

Subgroup Indicator 3.5: Scaffolds support students in engaging with increasingly complex thinking and tasks

- 1 Tasks do not build toward complex thinking
- 2 Limited support for higher-level thinking
- 3 Some support for complex thinking, but inconsistent
- 4 Scaffolds support students in engaging with higher-level thinking
- 5 Scaffolds are intentionally designed to support students in progressing toward increasingly complex thinking and tasks

Subgroup Indicator 3.6: Materials include a range of scaffold types to support diverse learners

- 1 No variety of scaffolds is present
- 2 Limited types of scaffolds are used
- 3 Some variation in scaffolds is present
- 4 A range of scaffold types is regularly included
- 5 Materials include a wide range of scaffold types intentionally matched to student needs

Subgroup Indicator 3.7: Materials include scaffolds and supports that address unfinished learning and varied prior knowledge, including supports for students with interrupted formal education and those requiring intervention.

- 1 No scaffolds are provided to address unfinished learning or prior knowledge gaps
- 2 Limited scaffolds are present but not aligned to student needs or prior learning gaps
- 3 Some scaffolds address prior knowledge gaps, but inconsistently across lessons
- 4 Scaffolds regularly support students with varied prior knowledge and unfinished learning
- 5 Scaffolds are intentionally designed and consistently embedded to address varied prior knowledge, including structured supports for students with interrupted formal education and those requiring intervention

► SUBGROUP DOMAIN 4: STUDENT ENGAGEMENT & DISCOURSE

Domain Purpose:

This domain evaluates how well instructional materials provide meaningful opportunities for student engagement and discourse, ensuring that all students—particularly English Language Learners (ELLs) and Students with Disabilities (SWDs) —are able to:

- access the cognitive demands of the lesson
- actively participate in learning
- use language to develop and demonstrate understanding
- Engagement should reflect active thinking and participation, not passive completion of tasks.

Note:

Florida is a member of the WIDA Consortium, and this domain reflects expectations aligned to WIDA's approach to language development. Instructional materials should support student engagement and discourse at the word, sentence, and extended discourse levels, with increasing opportunities for students to use language to express ideas, explain thinking, and engage with others.

Subgroup Indicator 4.1: Materials provide all students with access points into the cognitive demands of the lesson

- 1 Students are not provided access to the cognitive demands of the lesson
- 2 Limited access points; many students may not be able to engage meaningfully
- 3 Some access points are present but inconsistently applied
- 4 Materials regularly include access points (e.g., prior knowledge, scaffolds, prompts)
- 5 Materials intentionally provide multiple access points, including connections to prior learning (within and across grade levels), to support all students in engaging with the cognitive demands of the lesson

Subgroup Indicator 4.2: Students engage in meaningful tasks that require thinking, not just completion

- 1 Tasks focus on completion with little to no thinking required
- 2 Limited opportunities for meaningful thinking
- 3 Some tasks require thinking, but not consistently
- 4 Tasks regularly require students to think and apply understanding
- 5 Tasks consistently require meaningful thinking, application, and reasoning aligned to lesson goals

Subgroup Indicator 4.3: Materials include structured opportunities for student interaction at the word, sentence, and discourse levels

- 1 No opportunities for student discourse are present
- 2 Limited opportunities for discourse with minimal structure
- 3 Some opportunities for discourse are present but inconsistently structured
- 4 Structured opportunities for discourse are regularly included across word, sentence, and extended responses
- 5 Discourse is intentionally structured and consistently includes opportunities for students to engage at the word, sentence, and extended discourse levels

Subgroup Indicator 4.4: Students are supported in explaining their thinking and reasoning

- 1 Students are not expected to explain thinking
- 2 Limited expectation for explanation
- 3 Some opportunities for explanation are present
- 4 Students are regularly expected to explain thinking
- 5 Students consistently explain reasoning using structured supports that build clarity and depth of understanding

Subgroup Indicator 4.5: Materials provide multiple ways for students to engage with content and demonstrate understanding

- 1 Only one method of engagement is present
- 2 Limited variation in how students engage
- 3 Some variation in engagement is present
- 4 Multiple ways for students to engage and demonstrate understanding are regularly included
- 5 Materials intentionally provide multiple pathways for engagement and expression, allowing students to access and demonstrate understanding in different ways

Subgroup Indicator 4.6: Materials include questioning that supports progression from recall to higher-order thinking

- 1 Questions do not support thinking or progression
- 2 Limited use of questioning to support thinking
- 3 Some progression in questioning is present
- 4 Questions regularly support progression toward higher-order thinking
- 5 Questioning is intentionally sequenced to support progression from recall to deeper analysis, reasoning, and application

Subgroup Indicator 4.7: Materials provide opportunities for both additional support and extended challenge, ensuring that all students—including those needing intervention and advanced learners—can engage in appropriately rigorous thinking.

- 1 Materials provide a single level of task with no differentiation for support or challenge
- 2 Limited differentiation is present; most students experience the same level of task regardless of need
- 3 Some opportunities for support or challenge are present, but not consistently aligned to student needs
- 4 Materials regularly include differentiated opportunities that allow students to access or extend learning
- 5 Materials intentionally provide structured opportunities for both support and extension, ensuring all students engage in appropriately rigorous thinking

► SUBGROUP DOMAIN 5: ASSESSMENT & FEEDBACK

Domain Purpose:

This domain evaluates how well instructional materials include aligned, embedded, and actionable formative and summative assessment practices that:

- monitor student understanding during instruction
- measure progress toward grade-level standards
- inform instructional decisions and support systems (e.g., MTSS/RTII)
- provide students with meaningful, timely feedback

Assessment should function as an integrated part of instruction, not as a separate or isolated component.

Note:

Florida is a member of the WIDA Consortium, and this domain reflects expectations aligned to WIDA's approach to language development. Instructional materials should support student engagement and discourse at the word, sentence, and extended discourse levels, with increasing opportunities for students to use language to express ideas, explain thinking, and engage with others.

Florida Assessment Alignment:

Instructional materials should align to Florida's K–12 standards and reflect the structure, rigor, and expectations of Florida's statewide assessment system.

This includes alignment to:

- Florida Assessment of Student Thinking (FAST) for ELA and Mathematics
- End-of-Course (EOC) Assessments (e.g., Algebra 1, Geometry, Biology, U.S. History, Civics)
- Statewide Science Assessments (Grades 5 and 8)
- Writing Assessments (Grades 4–10)
- WIDA ACCESS for ELLs (K–12 English Language Learners)
- Florida Alternate Assessment (FAA) for students with significant cognitive disabilities

Instructional materials should also reflect expectations from broader assessment systems, including national and international benchmarks, where applicable. These expectations reflect principles of balanced assessment systems, including formative, interim, and summative practices.

Assessment Design Expectations:

Assessment practices should support:

- ▶ ongoing formative assessment embedded throughout instruction
- ▶ structured opportunities for progress monitoring
- ▶ summative assessments aligned to grade-level expectations
- ▶ multiple, flexible, and multimodal ways for students to demonstrate understanding and mastery

These systems should enable educators to track student performance over time and make informed instructional decisions.

Subgroup Indicator 5.1: Materials include frequent and embedded checks for understanding aligned to lesson objectives, clear learning goals, and success criteria

- 1 No checks for understanding present
- 2 Limited or inconsistent checks; not aligned to objectives
- 3 Some checks present but inconsistently aligned or embedded
- 4 Regular checks aligned to objectives and embedded in instruction
- 5 Frequent, embedded checks consistently aligned to objectives and used throughout lessons

Subgroup Indicator 5.2: Materials include formative assessment practices that inform instruction and support next steps for learning.

- 1 No formative assessment practices present
- 2 Limited formative assessment; not connected to instruction
- 3 Some formative assessment present but inconsistently used to inform instruction
- 4 Formative assessment regularly informs instructional decisions
- 5 Formative assessment is embedded and consistently drives instructional adjustments and next steps

Subgroup Indicator 5.3: Summative assessments align to grade-level standards and reflect the structure and rigor of Florida assessment systems (e.g., FAST, EOC).

- 1 Not aligned to standards or grade-level expectations
- 2 Limited alignment; tasks do not reflect expected rigor
- 3 Partial alignment; some tasks reflect grade-level expectations
- 4 Mostly aligned and generally reflect expected rigor and structure
- 5 Fully aligned and consistently reflect the structure, rigor, and expectations of Florida assessments

Subgroup Indicator 5.4: Assessment opportunities support progress monitoring aligned to grade-level expectations and student needs.

- 1 No progress monitoring opportunities present
- 2 Limited or unclear monitoring; not aligned to grade-level expectations
- 3 Some monitoring opportunities present but inconsistent
- 4 Regular progress monitoring aligned to grade-level expectations
- 5 Systematic progress monitoring supports identification of student needs and instructional planning (e.g., MTSS/RTII)

Subgroup Indicator 5.5: Assessments provide multiple, flexible, and multimodal ways for students to demonstrate understanding and mastery.

- 1 Only one method of demonstrating understanding is provided
- 2 Limited variation in how students demonstrate understanding
- 3 Some variation present but not consistently aligned to student needs
- 4 Multiple and flexible options are regularly provided
- 5 Assessments consistently provide multiple, multimodal pathways for students to demonstrate understanding aligned to learning goals

Subgroup Indicator 5.6: Materials include structures for timely, specific, and actionable feedback that supports student learning and progress.

- 1 No feedback structures present
- 2 Feedback is general, delayed, or unclear
- 3 Some feedback provided but inconsistent in quality or timing
- 4 Feedback is generally specific, timely, and supports learning
- 5 Feedback is consistently timely, specific, and actionable, clearly supporting student progress and next steps

Subgroup Indicator 5.7: Assessment systems include structures to identify and respond to diverse learning needs, including students requiring intervention, students with gaps in prior learning, and students ready for advanced work.

- 1 Assessment systems do not identify or respond to varied student needs
- 2 Limited identification of student needs; no clear connection to instructional response
- 3 Some structures identify student needs, but responses are inconsistent or unclear
- 4 Assessment systems regularly identify student needs and inform instructional responses
- 5 Assessment systems are intentionally designed to identify and respond to diverse learning needs, including intervention and extension, and consistently inform instructional decisions

► SUBGROUP DOMAIN 6: ACCESSIBILITY & USABILITY (SWD FOCUS)

Domain Purpose:

This domain evaluates how well instructional materials are designed to be accessible and usable for students with a wide range of learning needs, including students with disabilities.

Accessible materials:

- provide multiple ways to access content
- reduce barriers to participation
- allow students to demonstrate understanding in different ways
- support consistent implementation across classrooms

Accessibility should be built into materials, not dependent solely on external accommodations. Refer to the Florida Materials Navigator Accessibility Checklist for detailed evidence collection.

Note:

Instructional materials should be designed to support students with a wide range of needs, including sensory, cognitive, language-based, and social-emotional differences. Accessibility features should be embedded within materials to ensure consistent and equitable access, rather than relying solely on external accommodations. Accessible materials should be available at the same time as core instructional materials and function effectively within the broader instructional system.

Examples of Accessibility Features:

Accessibility features may include, but are not limited to:

- Multiple modes of content access (e.g., text, audio, visuals, video, interactive elements)
- Text-to-speech and speech-to-text options
- Closed captioning and transcripts for audio/video content
- Compatibility with screen readers and Braille displays
- Adjustable text features (e.g., font size, spacing, contrast, dyslexia-friendly fonts)
- Visual supports (e.g., images, diagrams, graphic organizers)
- Chunked text and simplified layout to reduce cognitive load
- Built-in vocabulary supports (e.g., glossaries, translations, cognates, sidebars)
- Multiple ways to respond or demonstrate understanding (e.g., written, oral, visual, digital)
- Opportunities for self-monitoring, reflection, and goal-setting

Subgroup Indicator 6.1: Materials provide multiple accessible formats for content (e.g., digital text, audio, visuals, large print) to support diverse learner needs.

- 1 Only one format provided; significant barriers present
- 2 Limited alternative formats; not consistently available
- 3 Some accessible formats provided but inconsistently across materials
- 4 Multiple formats regularly available across lessons
- 5 Multiple accessible formats consistently available and aligned to content across all materials

Subgroup Indicator 6.2: Materials are compatible with assistive technologies (e.g., screen readers, text-to-speech, speech-to-text).

- 1 Not compatible with assistive technologies
- 2 Limited compatibility; frequent barriers
- 3 Partial compatibility; inconsistent functionality
- 4 Generally compatible with common assistive technologies
- 5 Fully compatible and consistently functional across materials and platforms

Subgroup Indicator 6.3: Accessibility features are embedded within materials and do not rely primarily on external accommodations or teacher-created modifications.

- 1 No embedded accessibility features; full reliance on external supports
- 2 Minimal embedded features; heavy reliance on teacher modification
- 3 Some embedded features but inconsistent across materials
- 4 Accessibility features are regularly embedded within materials
- 5 Accessibility is fully embedded and consistently integrated across all materials

Subgroup Indicator 6.4: Materials reduce barriers to perception, processing, and response (e.g., clear layout, chunking, visual supports, simplified navigation).

- 1 Significant barriers present; materials are difficult to access
- 2 Limited supports; barriers remain for many students
- 3 Some supports present but inconsistent
- 4 Materials generally reduce barriers and support access
- 5 Materials consistently reduce barriers and support access across all components, including text, visuals, and digital interfaces

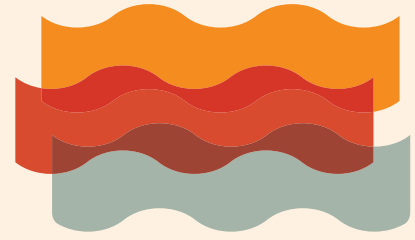
Subgroup Indicator 6.5: Accessible materials and features are available in a timely manner and align with core instruction.

- 1 Accessible materials are not available when needed
- 2 Frequent delays; not aligned to instruction
- 3 Some timely access but inconsistent
- 4 Accessible materials are generally available alongside instruction
- 5 Accessible materials are consistently available at the same time as core instructional materials

Subgroup Indicator 6.6: Materials support consistent and usable implementation across classrooms and settings (e.g., classroom, home, digital environments).

- 1 Materials are difficult to implement; high variability
- 2 Implementation depends heavily on individual teacher adaptation
- 3 Some consistency, but variability remains
- 4 Materials are generally usable across classrooms and settings
- 5 Materials are consistently usable across classrooms and settings with minimal variability

SECTION 2: EVALUATION LENS FOR MATERIALS REVIEW



The following process builds on the overview provided earlier and supports deeper analysis during materials review. This evaluation lens and step-by-step process supports teams in:

- ▶ moving from individual indicator scores to domain-level understanding
- ▶ translating scores into practical classifications
- ▶ identifying implementation strengths and challenges
- ▶ making informed, evidence-based decisions

Materials with Strong Embedded Supports are more likely to provide consistent and equitable access across classrooms. Materials that are Dependent on Local Capacity or present High Risk may require additional planning, resources, or system-level support.

Step-by-Step Process

This tool is designed to guide teams through a structured process for evaluating instructional materials and determining their effectiveness for supporting English Language Learners (ELLs) and Students with Disabilities (SWDs).

Step 1: Score	Use the Subgroup Indicator Tables (Section 3) to evaluate each domain.
Step 2: Synthesize	Review indicator scores within each domain to identify overall patterns
Step 3: Classify	Apply the Classification Rubric Decision Rules to determine how supports function in practice. Classify each HQIM reviewed as High Risk , Dependent on Local Capacity , or Strong Embedded Supports . Identify patterns across domains, and rate each HQIM as High Risk , Limited Alignment , Moderate Alignment , or Strong Alignment
Step 4: Reflect	Use the District Reflection Tool to guide team discussion, identify implications, and inform next steps

Step 1: Score

Use the Subgroup Indicator Tables (Section 3) to evaluate each domain.

- ▶ Assign Likert-scale ratings (1–5) based on observable evidence in the materials
- ▶ Use scores as an initial signal of how well supports are present and functioning

Step 2: Synthesize

Review indicator scores within each domain to identify overall patterns.

- ▶ Determine a typical score range for the domain (e.g., 1–2, 3–4, 4–5)
- ▶ Consider consistency of supports across lessons and units
- ▶ Look for patterns in strengths and gaps within the domain

Step 3: Classify

Apply the classification categories below to determine how supports function in practice.

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

After classifying, use the decision-making framework in Section 4 to identify patterns across domains and rate each HQIM as **High Risk**, **Limited Alignment**, **Moderate Alignment**, or **Strong Alignment**

Step 4: Reflect

Use the **District Reflection Tool** and discussion prompts to guide team analysis.

- ▶ Identify strengths
- ▶ Identify areas requiring additional capacity with local context
- ▶ Identify potential risks for subgroup access
- ▶ Consider implications for implementation across classrooms
- ▶ Align to school or district instructional vision

SECTION 3: INDICATOR TABLES



- ▶ **Subgroup Domain 1 Indicator Table: Access to Grade-Level Content**
- ▶ **Subgroup Domain 2 Indicator Table: Language Development (ELL focus)**
- ▶ **Subgroup Domain 3 Indicator Table: Scaffolding & Differentiation**
- ▶ **Subgroup Domain 4 Indicator Table: Student Engagement & Discourse**
- ▶ **Subgroup Domain 5 Indicator Table: Assessment & Feedback**
- ▶ **Subgroup Domain 6 Indicator Table: Accessibility & Usability (SWD Focus)**

► **SUBGROUP DOMAIN 1 INDICATOR TABLE: ACCESS TO GRADE-LEVEL CONTENT**

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
1.1 Materials maintain alignment to grade-level standards while supporting access for all learners	Materials do not align to grade-level standards or require significant simplification	Limited alignment; supports frequently replace grade-level tasks	Grade-level alignment is present but inconsistently supported	Materials maintain grade-level rigor with supports for most learners	Materials consistently maintain grade-level rigor while embedding supports for all learners
1.2 Students are supported in accessing grade-level tasks rather than being redirected to lower-level work	Students are frequently given below-grade-level tasks	Some grade-level tasks are present, but many are replaced with simplified work	Grade-level tasks are present but inconsistently accessible	Students regularly engage in grade-level tasks with supports	All students consistently engage in grade-level tasks with appropriate supports
1.3 Supports are embedded within instructional materials rather than dependent on external supplementation	Supports are not present within materials	Limited supports; heavy reliance on teacher-created modifications	Some embedded supports, but inconsistent across lessons	Supports are embedded and generally sufficient for most learners	Supports are fully embedded and consistently support access across materials
1.4 Instructional materials provide multiple entry points into content	Content is presented in a single format with no flexibility	Limited variation in how content is presented	Some variation, but not consistently aligned to student needs	Multiple entry points are regularly provided	Materials are intentionally designed with flexible entry points for diverse learners
1.5 Tasks and learning experiences are designed to build toward grade-level expectations	Tasks do not build toward grade-level expectations	Tasks are loosely connected but lack coherence	Some progression is present but inconsistent	Tasks build logically toward grade-level expectations	Tasks are intentionally sequenced to ensure all learners reach grade-level expectations
1.6 - Materials provide structured pathways for students who are significantly below grade level or have gaps in prior learning to engage in grade-level content without being permanently redirected to below-grade-level work.	Students are consistently redirected to below-grade-level work with no pathway to grade-level content	Limited attempts to support access to grade-level content; most tasks remain below grade level	Some pathways to grade-level content are present, but inconsistent or unclear	Materials regularly include structured pathways that support students in accessing grade-level content	Materials intentionally and consistently provide structured pathways that enable all students to engage in grade-level content while addressing gaps in prior learning

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

Classification Decisions for Subgroup Domain 1

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 1 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

► **SUBGROUP DOMAIN 2 INDICATOR TABLE: LANGUAGE DEVELOPMENT (ELL FOCUS)**

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
2.1 Instruction integrates language development with content learning	Language development is not addressed within instruction	Language supports are present but disconnected from content tasks	Language development is partially integrated but inconsistently applied	Language development is regularly integrated with content learning	Language development is fully integrated with clear connections between language use and content understanding
2.2 Materials support the development of academic language at the word, sentence, and discourse levels, with increasing complexity over time	Academic language is not addressed at word, sentence, or discourse levels	Limited attention to vocabulary; little support for sentence or extended language use	Some attention to vocabulary and sentence-level language, but limited progression	Materials support vocabulary, sentence-level language, and discourse with some progression	Materials intentionally develop academic language across word, sentence, and discourse levels with clear progression over time
2.3 Students are provided structured opportunities to use academic language	No opportunities for student language use are present	Limited opportunities for language use with minimal structure	Opportunities are present but inconsistently structured or supported	Structured opportunities for academic language use are regularly embedded	Students consistently engage in structured, supported academic language use across tasks
2.4 Language demands are aligned to task expectations and increase in complexity over time	Language demands are unclear or not aligned to tasks	Language demands are present but not intentionally aligned	Some alignment is present but lacks progression	Language demands are aligned and show progression across lessons	Language demands are intentionally sequenced to build increasing complexity alongside content learning
2.5 Supports are provided to help students comprehend and produce language	No supports for language comprehension or production are present	Limited supports are present but inconsistently applied	Supports are present but not consistently aligned to student needs	Supports for comprehension and production are regularly embedded	Supports are intentionally designed and consistently support both comprehension and production of language
2.6: Materials support interaction at the word, sentence, and discourse levels as a driver of language development	No opportunities for interaction or discourse are present	Limited interaction with minimal structure	Some opportunities for interaction but not consistently supported	Structured opportunities for discourse are regularly embedded	Discourse is intentionally structured and used as a primary means of developing language and understanding

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

Classification Decisions for Subgroup Domain 2

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 2 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

► **SUBGROUP DOMAIN 3 INDICATOR TABLE: SCAFFOLDING AND DIFFERENTIATION**

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
3.1 Instructional materials include scaffolds aligned to the cognitive and language demands of tasks	No scaffolds are provided or not aligned to task demands	Limited scaffolds loosely connected to tasks	Some scaffolds aligned to tasks but inconsistent	Scaffolds are regularly aligned to task demands	Scaffolds are intentionally aligned to cognitive and language demands across tasks
3.2 Scaffolds support access to grade-level content without reducing rigor	Tasks are simplified or replaced rather than scaffolded	Some scaffolds present but tasks reduced in complexity	Scaffolds used but occasionally reduce rigor	Scaffolds generally maintain grade-level rigor	Scaffolds consistently support access while maintaining full grade-level rigor
3.3 Scaffolds are embedded within instructional materials rather than dependent on teacher-created supports	No embedded scaffolds are present	Limited scaffolds; heavy reliance on teacher-created supports	Some scaffolds embedded but inconsistent	Scaffolds embedded and generally sufficient	Scaffolds consistently embedded across materials
3.4 Instruction includes a progression of support that gradually releases responsibility to students while maintaining cognitive demand.	No progression of support is present	Limited modeling or guided support	Some progression present but inconsistent	Clear progression of support is regularly present	Instruction consistently includes intentional progression from modeling to independence
3.5 Scaffolds support students in engaging with increasingly complex thinking and tasks	Tasks do not build toward complex thinking	Limited support for higher-level thinking	Some support for complex thinking but inconsistent	Scaffolds support engagement in higher-level thinking	Scaffolds intentionally support progression toward complex thinking and tasks
3.6 Materials include a range of scaffold types to support diverse learners	No variety of scaffolds is present	Limited types of scaffolds are used	Some variation in scaffolds is present	A range of scaffold types is regularly included	Materials include a wide range of scaffold types intentionally matched to student needs
3.7 Materials include scaffolds and supports that address unfinished learning and varied prior knowledge, including supports for students with interrupted formal education and those requiring intervention.	No scaffolds are provided to address unfinished learning or prior knowledge gaps	Limited scaffolds are present but not aligned to student needs or prior learning gaps	Some scaffolds address prior knowledge gaps, but inconsistently across lessons	Scaffolds regularly support students with varied prior knowledge and unfinished learning	Scaffolds are intentionally designed and consistently embedded to address varied prior knowledge, including structured supports for students with interrupted formal education and those requiring intervention

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

Classification Decisions for Subgroup Domain 3

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 3 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

► **SUBGROUP DOMAIN 4 INDICATOR TABLE: STUDENT ENGAGEMENT AND DISCOURSE**

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
4.1 Materials provide all students with access points into the cognitive demands of the lesson	Students are not provided access to lesson demands	Limited access points; many students cannot engage	Some access points present but inconsistent	Materials regularly include access points	Materials intentionally provide multiple access points including prior learning connections
4.2 Students engage in meaningful tasks that require thinking, not just completion	Tasks focus on completion with no thinking	Limited opportunities for meaningful thinking	Some thinking required but inconsistent	Tasks regularly require thinking and application	Tasks consistently require meaningful thinking aligned to lesson goals
4.3 Materials include structured opportunities for student interaction at the word, sentence, and discourse levels	No opportunities for discourse are present	Limited opportunities with minimal structure	Some opportunities present but inconsistently structured	Structured discourse opportunities regularly included	Discourse is intentionally structured across word, sentence, and extended levels
4.4 Students are supported in explaining their thinking and reasoning	Students are not expected to explain thinking	Limited expectation for explanation	Some opportunities for explanation present	Students regularly explain thinking	Students consistently explain reasoning with structured support
4.5 Materials provide multiple ways for students to engage and demonstrate understanding	Only one method of engagement is present	Limited variation in engagement	Some variation present but inconsistent	Multiple ways to engage regularly included	Materials intentionally provide multiple pathways for engagement and expression
4.6 Materials include questioning that supports progression from recall to higher-order thinking	Questions do not support thinking or progression	Limited use of questioning to support thinking	Some progression in questioning is present	Questions regularly support progression toward higher-order thinking	Questioning is intentionally sequenced to support progression from recall to deeper analysis, reasoning, and application
4.7 Materials provide opportunities for both additional support and extended challenge, ensuring that all students—including those needing intervention and advanced learners—can engage in appropriately rigorous thinking.	Materials provide a single level of task with no differentiation for support or challenge	Limited differentiation is present; most students experience the same level of task regardless of need	Some opportunities for support or challenge are present, but not consistently aligned to student needs	Materials regularly include differentiated opportunities that allow students to access or extend learning	Materials intentionally provide structured opportunities for both support and extension, ensuring all students engage in appropriately rigorous thinking

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

Classification Decisions for Subgroup Domain 4

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 4 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

► **SUBGROUP DOMAIN 5 INDICATOR TABLE : ASSESSMENT AND FEEDBACK**

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
5.1 Materials include frequent and embedded checks for understanding aligned to lesson objectives, clear learning goals, and success criteria	No checks for understanding present	Limited or inconsistent checks; not aligned to objectives	Some checks present but inconsistently aligned or embedded	Regular checks aligned to objectives and embedded in instruction	Frequent, embedded checks consistently aligned to objectives and used throughout lessons
5.2 Materials include formative assessment practices that inform instruction and support next steps for learning	No formative assessment practices present	Limited formative assessment; not connected to instruction	Some formative assessment present but inconsistently used to inform instruction	Formative assessment regularly informs instructional decisions	Formative assessment is embedded and consistently drives instructional adjustments and next steps
5.3 Summative assessments align to grade-level standards and reflect the structure and rigor of Florida assessment systems (e.g., FAST, EOC)	Not aligned to standards or grade-level expectations	Limited alignment; tasks do not reflect expected rigor	Partial alignment; some tasks reflect grade-level expectations	Mostly aligned and generally reflect expected rigor and structure	Fully aligned and consistently reflect the structure, rigor, and expectations of Florida assessments
5.4 Assessment opportunities support progress monitoring aligned to grade-level expectations and student needs	No progress monitoring opportunities present	Limited or unclear monitoring; not aligned to grade-level expectations	Some monitoring opportunities present but inconsistent	Regular progress monitoring aligned to grade-level expectations	Systematic progress monitoring supports identification of student needs and instructional planning (e.g., MTSS/ RTII)
5.5 Assessments provide multiple, flexible, and multimodal ways for students to demonstrate understanding and mastery	Only one method of demonstrating understanding is provided	Limited variation in how students demonstrate understanding	Some variation present but not consistently aligned to student needs	Multiple and flexible options are regularly provided	Assessments consistently provide multiple, multimodal pathways for students to demonstrate understanding aligned to learning goals
5.6 Materials include structures for timely, specific, and actionable feedback that supports student learning and progress	No feedback structures present	Feedback is general, delayed, or unclear	Some feedback provided but inconsistent in quality or timing	Feedback is generally specific, timely, and supports learning	Feedback is consistently timely, specific, and actionable, clearly supporting student progress and next steps
5.7 Assessment systems include structures to identify and respond to diverse learning needs, including students requiring intervention, students with gaps in prior learning, and students ready for advanced work.	Assessment systems do not identify or respond to varied student needs	Limited identification of student needs; no clear connection to instructional response	Some structures identify student needs, but responses are inconsistent or unclear	Assessment systems regularly identify student needs and inform instructional responses	Assessment systems are intentionally designed to identify and respond to diverse learning needs, including intervention and extension, and consistently inform instructional decisions

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

Classification Decisions for Subgroup Domain 5

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 5 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

► SUBGROUP DOMAIN 6 INDICATOR TABLE: ACCESSIBILITY & USABILITY (SWD FOCUS)

Indicator	1: Not Evident Practice is not present or observable	2: Minimally Evident Practice is present in limited or inconsistent ways	3: Partially Evident Practice is present but not consistently implemented	4: Mostly Evident Practice is established and regularly implemented	5: Fully Evident Practice is fully integrated, consistent, and systematized
6.1 Materials provide multiple accessible formats for content (e.g., digital text, audio, visuals, large print) to support diverse learner needs	Only one format provided; significant barriers present	Limited alternative formats; not consistently available	Some accessible formats provided but inconsistently across materials	Multiple formats regularly available across lessons	Multiple accessible formats consistently available and aligned to content across all materials
6.2 Materials are compatible with assistive technologies (e.g., screen readers, text-to-speech, speech-to-text)	Not compatible with assistive technologies	Limited compatibility; frequent barriers	Partial compatibility; inconsistent functionality	Generally compatible with common assistive technologies	Fully compatible and consistently functional across materials and platforms
6.3 Accessibility features are embedded within materials and do not rely primarily on external accommodations or teacher-created modifications	No embedded accessibility features; full reliance on external supports	Minimal embedded features; heavy reliance on teacher modification	Some embedded features but inconsistent across materials	Accessibility features are regularly embedded within materials	Accessibility is fully embedded and consistently integrated across all materials
6.4 Materials reduce barriers to perception, processing, and response (e.g., clear layout, chunking, visual supports, simplified navigation)	Significant barriers present; materials are difficult to access	Limited supports; barriers remain for many students	Some supports present but inconsistent	Materials generally reduce barriers and support access	Materials consistently reduce barriers and support access across all components, including text, visuals, and digital interfaces
6.5 Accessible materials and features are available in a timely manner and align with core instruction	Accessible materials are not available when needed	Frequent delays; not aligned to instruction	Some timely access but inconsistent	Accessible materials are generally available alongside instruction	Accessible materials are consistently available at the same time as core instructional materials
6.6 Materials support consistent and usable implementation across classrooms and settings (e.g., classroom, home, digital environments)	Materials are difficult to implement; high variability	Implementation depends heavily on individual teacher adaptation	Some consistency, but variability remains	Materials are generally usable across classrooms and settings	Materials are consistently usable across classrooms and settings with minimal variability

Classification Rubric

If the material typically scores at levels...	...then classify as...	...because...
1 or 2 (sometimes 3)	High Risk	Supports are missing, inconsistent, or unclear. Students may not be able to access grade-level content without intervention. Implementation relies heavily on teacher-created workarounds.
3 or 4 (sometimes 5)	Dependent on Local Capacity	Supports are present but require teacher expertise, training, or supplemental resources. Implementation may vary across classrooms.
4 or 5 (often 5)	Strong Embedded Supports	Supports are built into materials, consistently present across lessons, and do not require significant teacher modification. Materials can be implemented reliably across classrooms.

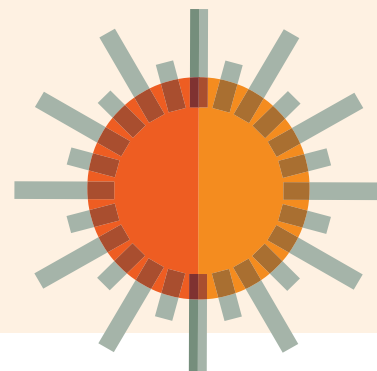
Classification Decisions for Subgroup Domain 6

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Classification Decisions for Subgroup Domain 6 (continued)

Name of HQIM	Typical Score on this Domain	Classification for this Domain
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ 1 TO 2 (Sometimes 3) ☐ 3 TO 4 (Sometimes 5) ☐ 4 OR 5 (Often 5)	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

SECTION 4: DECISION-MAKING FRAMEWORK FOR INSTRUCTIONAL MATERIALS



PURPOSE

This section supports teams in synthesizing findings across domains and making informed, evidence-based decisions about instructional materials.

It builds directly on the evaluation process in Section 2:

Scores	Step 1
Domain Patterns & Synthesis	Step 2
Classifications	Step 3
Reflections	Step 4

FROM EVALUATION TO DECISION

After completing the evaluation process with the domain indicators tables, teams should:

- ▶ review classifications across all domains
- ▶ identify patterns in strengths and risks
- ▶ determine the overall level of support required for successful implementation

FACILITATOR GUIDANCE

As teams move from evaluation to decision-making, consider:

- ▶ To what extent do the materials provide consistent, embedded supports across domains?
- ▶ Where do materials depend on local capacity, and is that capacity realistic?
- ▶ Where do risks cluster across domains, and how might that impact implementation?

Materials with strong embedded supports across domains are more likely to result in better, more consistent student outcomes. Materials with multiple areas of dependency or risk may require significant system-level planning and support.

Section 4A: Domain-Level Classification Summary

Use this table to compile classifications for each High-Quality Instructional Material (HQIM) across all subgroup domains.

HQIM Name	Domain 1: Access to Grade-Level Content	Domain 2: Language Development (ELL Focus)	Domain 3: Scaffolding	Domain 4: Student Engagement & Discourse	Domain 5: Assessment & Feedback	Domain 6: Accessibility & Usability (SWD Focus)
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports
	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports	☐ High Risk ☐ Dependent on Local Capacity ☐ Strong Embedded Supports

Final decisions should consider both the strength of embedded supports and the feasibility of implementation within the local context.

Section 4B: Cross-Domain Pattern Analysis

Use this table to identify patterns across domains.

HQIM Name	# of Strong Embedded Domains	# Dependent on Local Capacity Domains	# of High Risk Domains

Section 4C: Overall Subgroup Access Rating

Use the criteria below to determine an overall rating for each HQIM.

Rating	Criteria	Interpretation
Strong Alignment	Majority of domains rated Strong Embedded; no High Risk domains	Materials are likely to provide consistent access across classrooms
Moderate Alignment	Mix of Strong Embedded and Dependent domains; limited High Risk domains	Materials may require targeted local support
Limited Alignment	Multiple Dependent and/or High Risk domains	Materials will require significant local capacity to implement effectively
High Risk	One or more critical domains rated High Risk	Materials may not provide equitable access without substantial adaptation

Section 4D: Final Recommendation Summary

Use this table to document final decisions and rationale.

HQIM Name	Overall Rating	Key Strengths	Key Risks
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		
	☐ Strong Alignment ☐ Moderate Alignment ☐ Limited Alignment ☐ High Risk		

SECTION 5: CROSSWALKS TO RESEARCH-BASED FRAMEWORKS



PURPOSE

This tool is aligned to research-based frameworks and best practices for high-quality instructional materials (HQIMs) and subgroup access. The indicators reflect common expectations across multiple organizations focused on curriculum quality, English Language Learners (ELLs), and Students with Disabilities (SWDs).

These crosswalks are provided to support alignment with existing frameworks used by districts.

While districts may prioritize specific frameworks, this tool integrates and synthesizes common elements in order to:

- ▶ support coherent evaluation
- ▶ reduce fragmentation
- ▶ ensure consistent access for English Language Learners (ELLs) and Students with Disabilities (SWDs),
- ▶ ensure consistent access for students with intersectional needs, such as unfinished learning, interventions, and advanced learners

Domain	Aligned Expectation from Research-Based Framework
Subgroup Domain 1: Access to Grade-Level Content	Alignment reflects research-based expectations that all students engage with grade-level, standards-aligned content while receiving the support necessary to access that content. This includes maintaining rigor through embedded supports, providing structured pathways for students with unfinished learning, and avoiding permanent redirection to below-grade-level work.
Subgroup Domain 2: Language Development (ELL Focus)	Alignment reflects research on integrating language development with content learning, ensuring that English Language Learners (ELLs) develop academic language at the word, sentence, and discourse levels while engaging in grade-level tasks. Language development is embedded within instruction, not treated as a separate or supplemental component.
Subgroup Domain 3: Scaffolding & Differentiation	Alignment reflects research on scaffolding as a structured and intentional process that supports access to rigorous content. Instruction includes a progression of support (e.g., modeling, guided practice, independent application) that gradually releases responsibility to students while maintaining cognitive demand, including supports for students with unfinished learning and interrupted formal education.
Subgroup Domain 4: Engagement & Discourse	Alignment reflects research on student engagement through meaningful participation, discourse, and multiple entry points into learning. This includes opportunities for structured academic talk, connections to prior knowledge, and varied modes of engagement that allow all students—including those requiring additional support or extended challenge—to participate in cognitively demanding tasks.
Subgroup Domain 5: Assessment & Feedback	Alignment includes research on balanced assessment systems and formative assessment as an ongoing, embedded process in which teachers and students elicit, interpret, and respond to evidence of learning. This includes the use of clear learning goals, success criteria, progress monitoring, and actionable feedback to adjust instruction and support student learning, including identification of students requiring intervention and those ready for advanced work.
Subgroup Domain 6: Accessibility & Usability (SWD Focus)	Alignment reflects research on accessible instructional materials as those designed to be usable by all learners from the outset. This includes multiple formats, compatibility with assistive technologies, reduction of barriers, and timely, consistent access across settings. Accessibility is embedded within materials and systems, not dependent solely on external accommodations.