



# **Access Points Instructional Materials Review Process**

Manual for the Review of Instructional Materials and Resources for Educators  
Instructing Students in the  
Next Generation Sunshine State Standards Access Points

2010

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This manual was developed by the Curriculum, Learning, and Assessment Support Project in collaboration with the Bureau of Exceptional Education and Student Services, Florida Department of Education.

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# **Access Points Instructional Materials Review Process**

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## Preface

The purpose of this manual is to provide a standard process for school, district, or state teams to review academic materials and resources that support students with significant cognitive disabilities in the teaching and learning of the Next Generation Sunshine State Standards Access Points.

## Acknowledgements

The Curriculum, Learning, and Assessment Support Project (CLASP) thanks the staff of the Curriculum, Planning, and Learning Management System (CPALMS) for their contributions to the development of this manual. Also, CLASP thanks the Access Points Advisory Committee on Instruction and Alternate Assessment and the following reviewers for their expertise and insight.

Vicki Barnitt	Florida Inclusion Network, Product Development
David Davis	Florida Diagnostic and Learning Resource System, Technology Coordinating Unit, Technology Coordinator
Peggy Harter	Florida Diagnostic and Learning Resource System/Miccosukee Technology Support
Janet Hurley	School District of Manatee County, Exceptional Student Services, Secondary Specialist
Cristen Lafferty	Orange County Public Schools, Exceptional Student Services, Instructional Support Teacher
Sheryl Sandvoss	Department of Education, Bureau of Exceptional Education and Student Services, Program Specialist
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# Curriculum, Learning, and Assessment Support Project

The Curriculum, Learning, and Assessment Support Project (CLASP) supports access to the general curriculum for students with significant cognitive disabilities who participate in the *Florida Alternate Assessment* through appropriate instruction aligned with the Next Generation Sunshine State Standards Access Points.

## *Vision*

CLASP envisions a seamless continuum of access to the general curriculum for students with significant cognitive disabilities.

## *Mission*

CLASP's mission is to support educators of students with significant cognitive disabilities with the resources and professional development necessary for their students to meaningfully progress in grade-level general curriculum content based on instruction of access points.

## *Beliefs*

We believe that all persons share one world and further share the goal of interacting productively and effectively in that world through life's activities.

We believe that shared, age-appropriate educational experiences develop the skills, knowledge, and relationships to interact productively and effectively in life's activities.

We believe students with significant cognitive disabilities should share access to the same educational experiences and opportunities through appropriate instruction, assessment, and assistive support in grade-level content.

## *Model for Instruction and Resources*

The Model for Instruction and Resources:

- Should be setting neutral by promoting access to general curriculum, materials, and resources.
- Should be specific enough to provide explicit guidance to teachers.
- Should provide students with differentiated opportunities to master grade-level access points.
- Should show clear connections to life's activities.
- Should improve student academic outcomes.

## Students with Significant Cognitive Disabilities

For the purpose of this review process, the term “students with significant cognitive disabilities” refers to students who are instructed in the Next Generation Sunshine State Standards (NGSSS) Access Points. These same students may often have complex needs in areas such as communication, physical support, social and behavioral skills, health care, skill acquisition (e.g., academic, self-help, social, vocational), and generalization.

## Instructional Materials and Resources Review Process

### *Purpose of Reviews*

Resource reviews are intended to be a source of information about academic materials and resources that support students with significant cognitive disabilities who are instructed in the Next Generation Sunshine State Standards Access Points. The review of any material or resource does not constitute endorsement or lack of endorsement and does not constitute an approved or required list.

### *Developing Review Teams\**

The composition of evaluation committees should include members with perspectives that are representative of the diversity in the student population, including persons knowledgeable of the subject area, access points, student ability levels, student support needs, and pedagogy. Although all members should review all components, some members will be more qualified to focus on particular issues. For example, some members may be better qualified to focus on diversity or pedagogy and others on quality of assessment materials or accommodations and modifications. Drawing upon such strengths becomes especially valuable, regardless of whether committee members must reach consensus or discuss their “independent reviews” before recommending the selection of instructional materials.

### *User’s Guide\**

Using the review process that follows, educators and content specialists will review instructional materials and resources in the following areas: Basic Information, Content Validity, Access to Grade-Level Content, Explicit Guidance to Teachers, Differentiated Opportunities to Master Grade-Level Access Points, Clear Connection to Life’s Activities, and Student Academic Outcomes.

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\* See “Reference Details for Review Items” on p. 13 for links to detailed information on the review of instructional resources.

Every review area consists of one or more items that will be reviewed separately (see Review Areas, Items, and Indicator(s) section):

- **Basic information**
- **Content validity:** Scientifically Based Research, Expertise for Content Development
- **Access to grade-level content:** Access Points, Materials, Activities
- **Explicit guidance to teachers:** General, Explicit Procedural Directions, Supports, Professional Development
- **Differentiated opportunities to master grade-level access points:** General, Universal Design for Learning (UDL), Differentiated Instruction, Accommodations, Modifications
- **Clear connections to life applications:** Application to Life’s Activities
- **Student academic outcomes:** Progress Monitoring Tools

Each item, in turn, has one or more indicator(s) to guide the review. The review area, with its item(s) and indicator(s), is organized in chart form as follows.

Review Area	
Item(s)	Indicator(s)
Item Name	Indicator 1, 2, 3, etc.

Using the indicator(s) as a guide, the reviewer determines how well the resource addresses each item, based on the following scale:

**Thoroughly (completely superior)** – the resource provides extensive evidence of all indicators for the review item

**Highly (partially superior)** – the resource provides extensive evidence of the majority of indicators, or provides sufficient evidence of all indicators for the review item

**Adequately (satisfactory)** – the resource provides sufficient evidence of the majority of indicators for the review item

**Minimally (barely adequate)** – the resource provides evidence of some of the indicators for the review item

**Not at All (inadequate)** – the resource provides insufficient or no evidence of any of the indicators for the review item

Reviewer determinations are recorded on the Review Form (see p. 6), along with any comments or remarks to share with other educators, such as specific examples, strengths, concerns, and/or questions.

## Review Areas, Items, and Indicator(s)

Item	Basic Information
<b>Title/Name of Resource</b>	Title of the resource that will be shown. Often the title will match the title provided by the resource author; however, in some cases, these titles are ambiguous. If you think the title is ambiguous, please edit the title so that it is unique.
<b>URL/Publisher</b>	Web address (URL) of the resource (e.g., <a href="http://www.greatresource.org">http://www.greatresource.org</a> ) and/or name of the publishing company.
<b>Brief Description of Resource</b>	Description of resource provided by the publisher/author.
<b>Resource Type (see Glossary)</b>	A brief description of the intended use of the program: <ul style="list-style-type: none"> <li>• General education core instructional program</li> <li>• Supplement to general education core program</li> <li>• Alternate to the general education core program</li> <li>• Supplement to the alternate core resource</li> </ul>

Item	Basic Information
<b>Content Area</b>	All subjects for which the resource is most useful. When applicable, this information should match the subjects of the selected access points.
<b>Grade Level(s)</b>	All grade levels for which the resource is most useful. When applicable, this information should match the grade levels of the selected access points.
<b>Intended Duration</b>	Specify the intended period of time over which the resource is used (e.g., semester, one year, multi-year, etc.).
<b>Level(s) of Complexity</b>	Cognitive level of complexity for which the resource is most useful. Check all that apply: Independent (In), Supported (Su), Participatory (Pa).
<b>Access Course(s)</b>	All access courses for which the resource is most useful.
<b>Reviewer</b>	Reviewer's name.
<b>Date</b>	Date review is completed.

<b>Content Validity</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Scientifically Based Research</b>	<ol style="list-style-type: none"> <li>1. Employs systematic, empirical methods that draw on observation or experiment.</li> <li>2. Involves rigorous data analyses that are adequate to test stated hypotheses.</li> <li>3. Relies on measurements or observational methods that provide data across evaluators and observers and across multiple measurements and observations.</li> <li>4. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective and scientific review. Peer review is the process of subjecting an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Expertise for Content Development</b>	<ol style="list-style-type: none"> <li>1. Credentials of authors reflect expertise in content area.</li> <li>2. Credentials of authors reflect expertise of students with significant cognitive disabilities.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Access to Grade-Level Content</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Access Points Correlation</b>	<ol style="list-style-type: none"> <li>1. Next Generation Sunshine State Standard (NGSSS) Access Point is identified for each learning objective.</li> <li>2. Learning objectives have a strong alignment with correlated NGSSS Access Points.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. Format and presentation are age and grade-level appropriate, including print, text, pictures, manipulatives, etc.</li> <li>2. Content includes the generally accepted concepts, standards, and models used within the discipline of the subject area.</li> <li>3. Content is free of errors, inconsistencies, contradictions within itself, and biases of interpretation.</li> <li>4. Content uses people first language and represents cultures, people, and animals with compassion, sympathy, and consideration for needs and value when applicable.</li> <li>5. Content includes guidance for family/home involvement.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Activities are age and grade-level appropriate.</li> <li>2. Activities support teaching and learning of content and skills addressed by the identified NGSSS Access Points.</li> <li>3. Students are given opportunities to interact with the teacher, other students, and materials (e.g., manipulatives, information, other equipment).</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Explicit Guidance to Teachers</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>General</b>	<ol style="list-style-type: none"> <li>1. The layout of the resource is well-structured and easy to follow.</li> <li>2. The resource includes all teacher materials. (Specify format, such as “downloaded lesson plans” in comments.)</li> <li>3. The resource includes all student materials. (Specify format, such as “black line masters only” or “consumable workbooks,” in comments.)</li> <li>4. Materials and manipulatives are durable and designed for multi-year use.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Explicit Procedural Directions</b>	<ol style="list-style-type: none"> <li>1. Provide guidance for organizing content, skills, assessments, and resources over time (e.g., scope and sequence).</li> <li>2. Specific and well-defined procedures for presentation, active participation, prompting, correcting, and reinforcing (e.g., visual, audio, or text demonstration of instructional procedures).</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Supports</b>	<ol style="list-style-type: none"> <li>1. Contact information provided for purchase, customer service, implementation assistance, technology support (if applicable), etc.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Explicit Guidance to Teachers</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Professional Development</b>	<ol style="list-style-type: none"> <li>1. Professional development resources from the publisher are included and comprehensive.</li> <li>2. Professional development resources allow for flexible training access and scheduling.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Differentiated Opportunities to Master Grade-Level Access Points</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>General</b>	<ol style="list-style-type: none"> <li>1. The materials provide guidance and support to help students safely and successfully become more independent learners.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Universal Design for Learning</b>	<ol style="list-style-type: none"> <li>1. Design features flexible: <ul style="list-style-type: none"> <li>• Representation (e.g., alternative presentation, enlargements, symbols, braille)</li> <li>• Expression (e.g., alternative response options)</li> <li>• Action (e.g., manipulation of materials, accessing activities)</li> <li>• Engagement (e.g., choice of activities, relevance, safe environment)</li> </ul> </li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Differentiated Opportunities to Master Grade-Level Access Points</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Differentiated Instruction</b>	1. Provides guidance and support to differentiate: <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Product</li> </ul> based on student: <ul style="list-style-type: none"> <li>• Readiness</li> <li>• Interest</li> <li>• Learning profile</li> </ul>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.
<b>Accommodations</b>	1. Provides guidance and support to accommodate: <ul style="list-style-type: none"> <li>• Communication supports</li> <li>• Physical and mobility support</li> <li>• Social and emotional supports</li> <li>• Health and safety supports</li> <li>• Assistive technology</li> </ul>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Differentiated Opportunities to Master Grade-Level Access Points</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Modifications</b>	1. Provides guidance and support to modify content (e.g., modify to align additional levels of complexity).
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Clear Connections to Life Applications</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Application to Life's Activities</b>	<ol style="list-style-type: none"> <li>1. Provides guidance for instruction of skills in a variety of learning contexts and activities.</li> <li>2. Provides guidance to apply skills to home, school, community, and/or work contexts and activities.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

<b>Student Academic Outcomes</b>	
<b>Item</b>	<b>Indicator(s)</b>
<b>Progress Monitoring Tools</b>	<ol style="list-style-type: none"> <li>1. Assessment strategies are complete enough to effectively assess the learner's performance with regard to the targeted outcome or to measure changes in student understanding or performance.</li> <li>2. Provides guidance and support for using information gathered from assessment to adjust instruction.</li> <li>3. The resource includes guidelines and resources for alternate assessment strategies.</li> </ol>
<b>Comments</b>	Provide additional information and remarks you would like to share with other educators, such as specific examples, strengths, concerns, and/or questions.

## Reference Details for Review Items

The review process for resources is based on recommendations of the following institution (see table below for detailed references):

Florida Department of Education:

Priorities for Evaluating Instructional materials - Research Update

<http://realm.cimes.fsu.edu/index.cfm?fuseaction=resources.viewResource&pkResourceID=124>

Adoption process for instructional materials used for mathematics materials for 2009-2010 (see State Committee Evaluation Form, retrieved on January 20, 2010, from [http://www.fldoe.org/BII/Instruct\\_Mat/pdf/evaluation-form.pdf](http://www.fldoe.org/BII/Instruct_Mat/pdf/evaluation-form.pdf))

Review Area	Item	Reference
<b>Content Validity</b>	Scientifically Based Research	State Committee Evaluation Form: <i>Expertise for Content Development</i>
	Expertise for Content Development	State Committee Evaluation Form: <i>Expertise for Content Development</i>
<b>Access to Grade-Level Content</b>	Access Point Correlation	State Committee Evaluation Form: <i>Guidelines for the Review of Instructional Materials, Alignment with Curriculum</i>
	Materials	State Committee Evaluation Form: <i>Accuracy of Content, Currency of Content, Level of Treatment, Multicultural Representation, Humanity and Compassion</i>
	Activities	State Committee Evaluation Form: <i>Level of Treatment</i>

<b>Explicit Guidance to Teachers</b>	General	State Committee Evaluation Form: <i>Comprehensiveness of Student and Teacher Resources, Organization of Instructional Materials, Readability of Instructional Materials, Ease of Use and Durability of Materials</i>
	Explicit Procedural Directions	State Committee Evaluation Form: <i>Pacing of Content, Organization of Instructional Materials, Explicit Instruction, Targeted Instructional Strategies</i>
	Supports	State Committee Evaluation Form: <i>Ease of Use and Durability of Materials, Comprehensiveness of Student and Teacher Resources</i>
	Professional Development	State Committee Evaluation Form: <i>Comprehensiveness of Student and Teacher Resources</i>
<b>Differentiated Opportunities to Master Grade-Level Access Points</b>	General	State Committee Evaluation Form: <i>Universal Design for Curriculum Access Guidance and Support</i>
	Universal Design for Learning	State Committee Evaluation Form: <i>Universal Design for Curriculum Access Guidance and Support</i>

	Differentiated Instruction	State Committee Evaluation Form: <i>Targeted Instructional Strategies</i>
	Accommodations	State Committee Evaluation Form: <i>Targeted Instructional Strategies</i>
	Modifications	State Committee Evaluation Form: <i>Targeted Instructional Strategies, Alignment with Curriculum</i>
<b>Clear Connections to Life Applications</b>	Application to Life's Activities	State Committee Evaluation Form: <i>Authenticity of Content, Motivational Strategies</i>
<b>Improve Student Outcomes</b>	Progress Monitoring Tool	State Committee Evaluation Form: <i>Targeted Assessment Strategies, Motivational Strategies</i>



Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

## Review Form

Directions: Type the requested information in the corresponding comment box or place an "x" next to the applicable response options, if provided.

Item	Basic Information
1. Title/Name of Resource	
2. URL/Publisher of Resource	
3. Brief Description of Resource	
4. Resource Type	<input type="checkbox"/> General education core instructional program <input type="checkbox"/> Supplement to general education core program <input type="checkbox"/> Alternate to general education core program <input type="checkbox"/> Supplement to alternate core resource
5. Content Area(s)	<input type="checkbox"/> Language Arts (LA) <input type="checkbox"/> Mathematics (MA) <input type="checkbox"/> Science (SC) <input type="checkbox"/> Social Studies (SS) <input type="checkbox"/> Other _____
6. Grade Level(s)	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. Level(s) of Complexity	<input type="checkbox"/> Independent (In) <input type="checkbox"/> Supported (Su) <input type="checkbox"/> Participatory (Pa)

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Item	Basic Information
8. Access course(s)	
9. Reviewer's name	
10. Date review is completed	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Directions: Use this form to independently review each submission. Rate and comment on how well the submission satisfies the items. Indicators are provided to guide each item review. Ratings are as follows:

THOROUGHLY (completely superior)      HIGHLY (partially superior)      ADEQUATELY (satisfactory)  
 MINIMALLY (barely adequately)      NOT AT ALL (inadequate)

Content Validity		
Item with Indicator(s)	Rating	(check box to select rating) <input type="checkbox"/> Thoroughly <input type="checkbox"/> Highly <input type="checkbox"/> Adequately <input type="checkbox"/> Minimally <input type="checkbox"/> Not at All
<b>Scientifically Based Research</b>	<b>Comments</b>	
1. Employs systematic, empirical methods	<i>Blank space to enter comments</i>	
2. Involves rigorous data analysis	<i>Blank space to enter comments</i>	
3. Provides data across evaluators and multiple measurements	<i>Blank space to enter comments</i>	
4. Accepted by peer-reviewed journal/independent panel	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Content Validity</b>		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Expertise for Content Development</b>	<b>Comments</b>	
1. Authors' credentials reflect content area expertise	<i>Blank space to enter comments</i>	
2. Authors' credentials reflect expertise of students with significant cognitive disabilities (SWSCD)	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Access to Grade-Level Content</b>		
<b>Item Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Access Point Correlation</b>	<b>Comments</b>	
1. Access Points identified for each learning objective	<i>Blank space to enter comments</i>	
2. Learning objectives have strong alignment with correlated Access Points	<i>Blank space to enter comments</i>	
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Materials</b>	<b>Comments</b>	
1. Format and presentation are appropriate for age and grade	<i>Blank space to enter comments</i>	
2. Content includes current and generally accepted concepts and standards	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Access to Grade-Level Content</b>	
<b>Item with Indicator(s)</b>	<b>Comments</b>
3. Free of errors, inconsistencies, biases	<i>Blank space to enter comments</i>
4. Represents cultures, people, and animals with dignity	<i>Blank space to enter comments</i>
5. Includes guidance for family/home involvement	<i>Blank space to enter comments</i>
	<b>Rating</b>
	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Activities</b>	<b>Comments</b>
1. Activities are appropriate for age and grade	<i>Blank space to enter comments</i>
2. Activities support teaching and learning of identified Access Points	<i>Blank space to enter comments</i>
3. Students have opportunities to interact with teacher, peers, materials	<i>Blank space to enter comments</i>

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Explicit Guidance to Teachers		
Item with Indicator(s)	Rating	(check box to select rating) <input type="checkbox"/> Thoroughly <input type="checkbox"/> Highly <input type="checkbox"/> Adequately <input type="checkbox"/> Minimally <input type="checkbox"/> Not at All
General	Comments	
1. Layout is well-structured and easy to use	<i>Blank space to enter comments</i>	
2. Includes all teacher materials (specify format in comments)	<i>Blank space to enter comments</i>	
3. Includes all student materials (specify format in comments)	<i>Blank space to enter comments</i>	
4. Materials and manipulatives are durable and designed for multi-year use	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Explicit Guidance to Teachers</b>		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Explicit Procedural Directions</b>		<b>Comments</b>
1. Provides guidance for organizing content, skills, assessments, etc.	<i>Blank space to enter comments</i>	
2. Includes procedures for presentation, prompting, correcting, reinforcing	<i>Blank space to enter comments</i>	
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Supports</b>		<b>Comments</b>
1. Contact information for purchase, service, implementation, technology support, etc.	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Explicit Guidance to Teachers</b>		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Professional Development</b>	<b>Comments</b>	
1. Professional development resources from the publisher are included and comprehensive	<i>Blank space to enter comments</i>	
2. Professional development resources allow for flexible training access and scheduling	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Differentiated Opportunities to Master Grade-Level Access Points		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>General</b>	<b>Comments</b>	
1. Materials support student independence	<i>Blank space to enter comments</i>	
<b>Universal Design for Learning</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
1. Designed for flexible representation, action, expression, engagement	<i>Blank space to enter comments</i>	
<b>Differentiated Instruction</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
1. Provides guidance to differentiate content, process, product based on student need	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Differentiated Opportunities to Master Grade-Level Access Points		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Accommodations</b>	<b>Comments</b>	
1. Can accommodate communication, physical, social/behavioral, health/safety supports	<i>Blank space to enter comments</i>	
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Modifications</b>	<b>Comments</b>	
1. Provides guidance to modify content (e.g., to include additional levels of complexity)	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Clear Connections to Life Activities		
Item with Indicator(s)	Rating	(check box to select rating) <input type="checkbox"/> Thoroughly <input type="checkbox"/> Highly <input type="checkbox"/> Adequately <input type="checkbox"/> Minimally <input type="checkbox"/> Not at All
Application to Life Activities	Comments	
1. Provides guidance to generalize skills to a variety of learning contexts and activities	<i>Blank space to enter comments</i>	
2. Provides guidance to apply skills to home, school, community, and/or work contexts and activities	<i>Blank space to enter comments</i>	

Name of Resource \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

<b>Student Academic Outcomes</b>		
<b>Item with Indicator(s)</b>	<b>Rating</b>	<i>(check box to select rating)</i> <input type="checkbox"/> <b>Thoroughly</b> <input type="checkbox"/> <b>Highly</b> <input type="checkbox"/> <b>Adequately</b> <input type="checkbox"/> <b>Minimally</b> <input type="checkbox"/> <b>Not at All</b>
<b>Progress Monitoring Tool</b>	<b>Comments</b>	
1. Assessments are complete and assess student performance with respect to targeted outcome(s)	<i>Blank space to enter comments</i>	
2. Provides guidance to use information to adjust instruction	<i>Blank space to enter comments</i>	
3. Includes guidelines/resources for alternate assessment strategies	<i>Blank space to enter comments</i>	



## Review Form Example

Directions: Type the requested information in the corresponding comment box or place an “x” next to the applicable response options, if provided.

Item	Basic Information
1. Title/Name of Resource	<i>Example</i>
2. URL/Publisher of Resource	<a href="http://www.Example.com">www.Example.com</a>
3. Brief Description of Resource	<b><i>A standard-based curriculum program designed specifically for students with significant disabilities.</i></b>
4. Resource Type	<input type="checkbox"/> General education core instructional program <input type="checkbox"/> Supplement to general education core program <input checked="" type="checkbox"/> Alternate to general education core program <input type="checkbox"/> Supplement to alternate core resource
5. Content Area(s)	<input checked="" type="checkbox"/> LA <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> SC <input checked="" type="checkbox"/> SS <input type="checkbox"/> Other _____
6. Grade Level(s)	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. Level(s) of Complexity	<input checked="" type="checkbox"/> In <input checked="" type="checkbox"/> Su <input checked="" type="checkbox"/> Pa
8. Access Course(s)	
9. Reviewer’s Name	<b><i>Names</i></b>
10. Date review is completed	<b><i>2/10/2010</i></b>

Directions: Use this form to independently review each submission. Rate and comment on how well the submission satisfies the items. Indicators are provided to guide each item review. Ratings are as follows:

THOROUGHLY (completely superior)      HIGHLY (partially superior)      ADEQUATELY (satisfactory)  
 MINIMALLY (barely adequately)      NOT AT ALL (inadequate)

Item with Indicator(s)	Content Validity	
<b>Scientifically Based Research</b>	Rating Chosen <b>NOT AT ALL</b>	Written comments below:
1. Employs systematic, empirical methods	<b><i>The company presents research relevant to literacy and standard-based curriculum, but not specific to Unique Learning System resource.</i></b>	
2. Involves rigorous data analysis	<b><i>No, we could not find data specific to the resource.</i></b>	
3. Provides data across evaluators and multiple measurements	<b><i>Not evident.</i></b>	
4. Accepted by peer-reviewed journal/independent panel	<b><i>No, this resource has not been peer reviewed.</i></b>	
Item with Indicator(s)	Content Validity	
Expertise for Content Development	Rating Chosen <b>THOROUGHLY</b>	Written comments below:
1. Authors' credentials reflect content area expertise	<b>Yes</b>	
2. Authors' credentials reflect expertise of SWSCD	<b>Yes</b>	

Item with Indicator(s)	Access to Grade-Level Content	
<b>Access Point Correlation</b>	Rating Chosen <b>NOT AT ALL</b>	Written comments below:
1. Access Points identified for each learning objective	<b><i>There is a correlation to state standards but not thoroughly defined, nor are Access Points identified. The teacher would need to complete a crosswalk.</i></b>	
2. Learning objectives have strong alignment with correlated Access Points	<b><i>The learning objectives are identified but not correlated with Access Points. The company notes that they will be completing this process in the future.</i></b>	
<b>Materials</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Format and presentation are appropriate for age and grade	<b><i>Yes, the material is age and grade-level appropriate.</i></b>	
2. Content includes current and generally accepted concepts and standards	<b><i>Yes, the content is typical of what one would see at a middle school level.</i></b>	
3. Free of errors, inconsistencies, biases	<b><i>Yes, layout of lessons is organized in a consistent manner; diversity is incorporated into the lessons.</i></b>	
4. Represents cultures, people, and animals with dignity	<b><i>Yes, diversity is incorporated into the lessons.</i></b>	
5. Includes guidance for family/home involvement	<b><i>No, not specifically spelled out in the lessons. However, teachers could extend activities to send home.</i></b>	

Item with Indicator(s)	Access to Grade-Level Content	
<b>Activities</b>	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Activities are appropriate for age and grade	<b>Yes.</b>	
2. Activities support teaching and learning of identified Access Points	<b><i>The teacher would need to determine the Access Points and would further need to ensure that all Access Points are covered, either in the lesson or with supplemental material.</i></b>	
3. Students have opportunities to interact with teacher, peers, materials	<b><i>Lessons lack specific instruction for cooperative learning opportunities, but there are materials and activities that could be used in small group formats.</i></b>	

Item with Indicator(s)	Explicit Guidance to Teachers	
General	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Layout is well-structured and easy to use	<b><i>We recommend that teachers tab each lesson. When instructing in a unit, it could be difficult to locate materials quickly.</i></b>	
2. Includes all teacher materials (specify format in comments)	<b><i>Yes, both web-based or hard copy once printed.</i></b>	
3. Includes all student materials (specify format in comments)	<b><i>Yes, both web-based or hard copy once printed.</i></b>	
4. Materials and manipulatives are durable and designed for multi-year use	<b><i>No, these materials need to be copied and we recommend laminating many of the materials to enhance their durability.</i></b>	

Item with Indicator(s)	Explicit Guidance to Teachers	
<b>Explicit Procedural Directions</b>	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Provides guidance for organizing content, skills, assessments, etc.	<b><i>Provides a generic summary of weekly recommended structure. There is also a thematic unit monthly list.</i></b>	
2. Includes procedures for presentation, prompting, correcting, reinforcing	<b><i>There are general “Instructional Tips” provided that do suggest strategies aligned with Universal Design for Learning (see Glossary).</i></b>	
<b>Supports</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Contact information for purchase, service, implementation, technology support, etc.	<b><i>Yes, the website is very informative and the office staff are knowledgeable and helpful.</i></b>	
<b>Professional Development</b>	Rating Chosen <b>NOT AT ALL</b>	Written comments below:
1. Professional development resources from the publisher are included and comprehensive	<b><i>No, we did not find professional development resources.</i></b>	
2. Professional development resources allow for flexible training access and scheduling	<b><i>N/A</i></b>	

Item with Indicator(s)	Differentiated Opportunities to Master Grade-Level Access Points	
<b>General</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Materials support student independence	<b><i>Yes, leveled tasks and communication graphics support independence.</i></b>	
<b>Universal Design for Learning</b>	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Designed for flexible representation, action, expression, engagement	<b><i>UDL principles are generically suggested in the "Instruction Tips" information, but not specific in each lesson.</i></b>	
<b>Differentiated Instruction</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Provides guidance to differentiate content, process, product based on student need	<b><i>Yes, there are varied and differentiated levels within each lesson.</i></b>	

Item with Indicator(s)	Differentiated Opportunities to Master Grade-Level Access Points	
<b>Accommodations</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Can accommodate communication, physical, social/behavioral, health/safety supports	<b>Yes, there are communication supports and “Instructional Tips” information, which provide additional information about the presentation.</b>	
<b>Modifications</b>	Rating Chosen <b>HIGHLY</b>	Written comments below:
1. Provides guidance to modify content (e.g., to include additional levels of complexity)	<b>Yes, complexity levels are identified within lessons.</b>	

Item with Indicator(s)	Clear Connections to Life Activities	
<b>Application to Life Activities</b>	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Provides guidance to generalize skills to a variety of learning contexts and activities	<b><i>The “Instructional Tips” do provide some guidance to teachers about generalization, but in very broad terms.</i></b>	
2. Provides guidance to apply skills to home, school, community, and/or work contexts and activities	<b><i>There were elements of lessons that could be extended, but they were not explicit to each lesson.</i></b>	

Item with Indicator(s)	Student Academic Outcomes	
<b>Progress Monitoring Tool</b>	Rating Chosen <b>ADEQUATELY</b>	Written comments below:
1. Assessments are complete and assess student performance with respect to targeted outcome(s)	<b><i>The teacher needs to complete a questionnaire for each student in the class. Upon completion of the questionnaire the teacher is provided information pertinent to that student's skill level. Additionally, there are pre/post tests for each unit. These tests can be graphed to show specific progress linked to student skills.</i></b>	
2. Provides guidance to use information to adjust instruction	<b>No.</b>	
3. Includes guidelines/resources for alternate assessment strategies	<b><i>Within the varying complexity levels there are alternate forms of assessment available to the teacher.</i></b>	

## Glossary of Terms

For the purpose of this review manual, the following definitions apply:

**Alternate Assessment** – An alternative to traditional or standardized testing, such as portfolio assessment, performance demonstration, production work, or instructor observation and rating of student’s activities or behaviors.

**Alternate Core Resource** – A comprehensive instructional resource specially designed to meet the learning needs of students with significant cognitive disabilities that can stand alone to teach an entire course.

**Core Instructional Program** – The general education comprehensive instructional materials that can stand alone to teach an entire course.

**Differentiated Instruction** – A flexible approach to teaching by adjusting curricular content, process, and product based on student readiness, interest, and learning profile. For more information, refer to: [http://www.cast.org/publications/ncac/ncac\\_diffinstructudl.html](http://www.cast.org/publications/ncac/ncac_diffinstructudl.html).

**Peer Review** – The process of subjecting an author's scholarly work, research, or ideas to the objective scrutiny of others who are experts in the same field.

**Supplemental Resource** – Program or materials designed to support the core instructional program by addressing specific skill areas.

**Universal Design for Learning (UDL)** – UDL principles help educators customize their teaching for individual differences. A universally designed curriculum offers the following:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge
- *Multiple means of action and expression* to provide learners with alternatives for demonstrating what they know
- *Multiple means of engagement* to tap into learner’s interests, challenge them appropriately, and motivate them to learn

For more information, refer to: <http://www.cast.org/research/udl/index.html>.



Florida Department of Education  
Dr. Eric J. Smith, Commissioner  
ESE 313038