

# Categories of Evaluation Criteria

<b>1</b>	<b>Alignment with Standards</b>	<p>Must fully meet all identified standards/requirements for the Program type. The table below shows the standards and requirements that must be met by each Program type.</p> <table border="1" data-bbox="521 394 1474 850"> <thead> <tr> <th></th> <th style="background-color: #d3d3d3;">1</th> <th style="background-color: #d3d3d3;">2</th> <th style="background-color: #d3d3d3;">3</th> <th style="background-color: #d3d3d3;">4</th> <th style="background-color: #d3d3d3;">5</th> </tr> </thead> <tbody> <tr> <td>CA CCSS ELA</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">M1</td> <td style="text-align: center;">M2</td> </tr> <tr> <td>CA ELD 2012</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Framework</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Guidance for Differentiated Instruction</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr> <td>K-6 RI supplement</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr> <td>ELD instructional guidance</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>newcomer (optional)</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	CA CCSS ELA	x	x	x	M1	M2	CA ELD 2012		x	x		x	Framework	x	x	x	x	x	Guidance for Differentiated Instruction	x	x	x			K-6 RI supplement	x	x	x			ELD instructional guidance		x	x		x	newcomer (optional)		x	x		
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<b>2</b>	<b>Program Organization</b>	<ul style="list-style-type: none"> <li>• chapter, unit, and lesson overviews</li> <li>• glossaries</li> <li>• organization and design of the programs and standards</li> </ul>																																																
<b>3</b>	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Includes assessments</li> <li>• Provides guidance for teachers on how to use assessment results to guide instruction</li> </ul>																																																
<b>4</b>	<b>Universal Access</b>	<p>ALL students, including:</p> <ul style="list-style-type: none"> <li>• ELs</li> <li>• students with disabilities</li> <li>• advanced learners</li> <li>• students below grade level in ANY strands of ELA</li> <li>• students who speak AAE (African-American English)</li> </ul>																																																
<b>5</b>	<b>Instructional Planning and Teaching Support</b>	<ul style="list-style-type: none"> <li>• Clear road map for teachers to follow</li> </ul>																																																

Adapted from: CA Framework for ELA/ELD, Chapter 12