

Section I: Alignment to the 2016 Oregon Health Standards

Criterion 1 & 2: FOCUS

Materials focus on in-depth learning of health education core standards, performance indicators, and best practices. Materials provide differentiated instructional strategies and learning experiences built on researched-based and theoretical approaches that are multicultural, age-appropriate, and developmentally-appropriate.

**4: Meets all criteria
(8 points)**

**3: Adheres to the criteria
(6-7 points, no zeros)**

**2: Sometimes adheres to the criteria
(4-5 points)**

**1: Occasionally adheres to the criteria
(1-3 points)**

0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
1a. Engages in the development of the knowledge and skills.		0 1 2	
1b. Develops confidence to become health literate individuals.		0 1 2	

Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>c. Facilitates deeper understanding and application to experience healthful living.</p>		<p>0 1 2</p>	
<p>2. Materials provide differentiated instructional strategies and learning experiences built on researched-based and theoretical approaches that are multicultural, age-appropriate, and developmentally-appropriate.</p>		<p>0 1 2</p>	

Criterion 3 & 4: RIGOR

Supports and guides age-appropriate, in-depth instruction to develop health literate students. Materials support a conceptual understanding of health literacy through knowledge and skills.

**4: Meets all criteria
(8 points)**

**3: Adheres to the criteria
(6-7 points, no zeros)**

**2: Sometimes adheres to the criteria
(4-5 points)**

**1: Occasionally adheres to the criteria
(1-3 points)**

0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
3. (i.e., physical, mental, social, emotional, and environmental health)	Questions to ask:	0 1 2	
4a. health-promoting decisions	Questions to ask:	0 1 2	
4b. health-enhancing behaviors	Questions to ask:	0 1 2	

Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>4c. Advocating for personal, family, and community health.</p>	<p>Questions to ask:</p>	<p>0 1 2</p>	

Criterion 5, 6 & 7: RIGOR

Health education materials reflect the growing body of research. Provide flexibility and differentiation for individual student needs. Provide multiple opportunities for students to practice, discuss, and reflect.

**4: Meets all criteria
(8 points)**

**3: Adheres to the criteria
(6-7 points, no zeros)**

**2: Sometimes adheres to the criteria
(4-5 points)**

**1: Occasionally adheres to the criteria
(1-3 points)**

0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
5a&c. Teaching functional knowledge and skills that shape and support group norms which value healthy lifestyles.	Questions to ask:	0 1 2	
5b&d. Recognizing individual values and beliefs that support healthy behaviors as well as developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.	Questions to ask:	0 1 2	
5e&f. Materials are medically, scientifically, and environmentally current and researched-based that provide opportunities for students to connect with adults and other resources in the community.	Questions to ask:	0 1 2	
6. Materials provide flexibility and differentiation for individual student needs.	Questions to ask:	0 1 2	

Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>7. Materials provide multiple opportunities for students to practice, discuss, and reflect.</p>	<p>Questions to ask:</p>	<p>0 1 2</p>	

Criterion 8, 9, & 10: COHERENCE

Learning experiences form a coherent, age-appropriate, and developmentally-appropriate progression in which each K-12 student builds competencies and proficiencies within and between grade-levels, aligned with Oregon State Health Education Standards and Performance Indicators. Integrates the interdependence of health-enhancing knowledge and skills as they relate to responsible personal and social behaviors within society. Uses a variety of instructional strategies and sequencing that provide multiple developmentally-appropriate opportunities and adequate time for student learning.

**4: Meets all criteria
(8 points)**

**3: Adheres to the criteria
(6-7 points, no zeros)**

**2: Sometimes adheres to the criteria
(4-5 points)**

**1: Occasionally adheres to the criteria
(1-3 points)**

0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
8a&b. Where appropriate, health education concepts are integrated with other content area instruction. Instructional content includes current data, trends, and informational related to authentic example sin students' lives.	Questions to ask:	0 1 2	
9. Integrates the interdependence of health-enhancing knowledge and skills as they relate to responsible personal and social behaviors within society.	Questions to ask:	0 1 2	
10. Uses a variety of instructional strategies and sequencing that provide multiple developmentally-appropriate opportunities and adequate time for student learning.	Questions to ask:	0 1 2	

Section II: Instructional Supports - Supporting Criteria

Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown.

Scoring: **2: Sometimes adheres to the criteria** **1: Occasionally adheres to the criteria** **0: Does not meet the criteria**

INDICATORS OF QUALITY: Student Engagement	SCORE			EVIDENCE
11. Engages students in authentic and meaningful learning experiences that:				
a. Reflect lifelong health education practices	0	1	2	
b. Support instruction to develop health literate students (i.e., physical, mental, social, emotional, and environmental health)	0	1	2	
c. Provide opportunities for students to personal and internalize learning to support health literacy	0	1	2	
d. Are student-centered	0	1	2	
e. Provide opportunities for students to relate health behaviors to life, home, school, and careers as health literate citizens.	0	1	2	
f. Include representation of diverse people and cultures.	0	1	2	
12. Facilitates deeper understanding of practices, skills, and functional knowledge by building upon prior knowledge.	0	1	2	
13. Provides frequent opportunities for students to recognize, develop, demonstrate, apply, and exhibit their knowledge and skills.	0	1	2	
Total (points possible)				

Section III: Instructional Supports - Key Criteria

Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown.

Scoring: **2: Sometimes adheres to the criteria** **1: Occasionally adheres to the criteria** **0: Does not meet the criteria**

INDICATORS OF QUALITY: Differentiated Instruction	SCORE			EVIDENCE
14. Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:				
a. Suggestions for how to promote equitable instruction by providing materials free of culturally-biased information and making connections to culture, home, neighborhood, and community.	0	1	2	
b. Appropriate scaffolding, Interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers, diagrams) that neither sacrifice health education content nor ignore language development for English language learners, cognitive and emotional development as well as diverse learning capabilities and learning styles.	0	1	2	
c. Resources that allow digital and print materials to provide various levels of readability and accessibility.	0	1	2	
d. Modifications and extensions for all students, including those performing above their grade level, to develop a deeper understanding of the practices, standards, best practices, and performance indicators.	0	1	2	
e. Technology and digital media to support, extend, and enhance learning experiences.	0	1	2	
f. Materials in multiple language formats including translation services for specific language needs.	0	1	2	
15. Includes grade-level appropriate academic and content-specific vocabulary and visual representations when appropriate.	0	1	2	
16. Includes grade-level appropriate informational text (e.g., digital and print resources) that supports conceptual understanding of the Oregon State Health Education Standards and Performance Indicators.	0	1	2	
17. Provides a well-articulated scope and sequence that aligns with Oregon Health Education Standards and Performance Indicators.				
Total (points possible)				

Section IV: Instructional Supports – Supporting Criteria

Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown.

Scoring: **2: Sometimes adheres to the criteria** **1: Occasionally adheres to the criteria** **0: Does not meet the criteria**

INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
18. Digital and print materials are consistently formatted, visually focused, and organized for efficient use.	0	1	2	
19. Provides virtual labs, simulations, and video-based learning experiences.	0	1	2	
20. Allow teachers to access, revise, and print from digital sources (e.g., readings, activities, assessments, rubrics).	0	1	2	
21. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use.	0	1	2	
22. Provide comprehensive lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment.	0	1	2	
23. Use scientifically- and medically-accurate and grade-appropriate health education information, vocabulary, models, and representations to support health literate students.	0	1	2	
24. Adhere to safety laws, rules, and regulations.	0	1	2	
25. Provides ongoing and embedded professional learning for implementation and continued use of the instructional materials.	0	1	2	
26. Material outcomes/goals are aligned with the Oregon State Health Education Standards and Performance Indicators.	0	1	2	
27. Instructional materials are evaluated and revised with classroom instructor input, at least annually, and materials are updated and available to teachers and facilitators.	0	1	2	
28. Material learning targets are aligned with Oregon State Health Education Standards and Performance Indicators.	0	1	2	
29. Materials are adaptable for different lengths of instructional time.	0	1	2	
Total (points possible)				

Section V: Monitoring Student Progress – Supporting Criteria

Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown.

Scoring: **2: Sometimes adheres to the criteria** **1: Occasionally adheres to the criteria** **0: Does not meet the criteria**

INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
The instructional materials support monitoring student progress:				
30. Elicits direct, observable evidence of student understanding of health literacy as it relates to content standards.	0	1	2	
31. Includes customizable and aligned rubric scoring guidelines, and exemplars that provide guidance for assessing student performance to support teachers in planning instruction and providing ongoing feedback to students.	0	1	2	
32. Uses varied modalities of instruction and assessments that are developmentally-appropriate and reflect authentic experiences in students' lives.	0	1	2	
33. Provides multiple opportunities for students to demonstrate, reflect, and receive feedback on development of health literacy practices and skills aligned to the Oregon State Health Education Standards and Performance Indicators.	0	1	2	
34. Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and developmentally-appropriate for all students.	0	1	2	
35. Includes data and assessments which are available in digital form on multiple platforms, easy to customize and revise, and aligned to the Oregon State Health Education Standards and Performance Indicators.	0	1	2	
36. Provides teachers with options for gathering, analyzing, and displaying data.	0	1	2	
37. Provides formative and summative assessments that are performance-based and designed to measure students' health literacy and skill performance.	0	1	2	
Total (points possible)				