6-12 CTE Resource Rubric
2021-2022

Vision Statement

Middleton School District provides Career Technical Education (CTE) programs that focus on workforce and leadership skills needed to prepare students for in-demand careers that fosters successful 21st century global citizens.

Resource Criteria

- Standards Alignment and Integrated Curriculum
- Support
- Instructional Approach
- Achievement

Vendor:	**Text Name:**

U=Unsatisfactory, B=Basic, P=Proficient

1. Standards Alignment and Integrated Curriculum					
Criteria Statement: Provides educators, students, and parents across the district with a shared vision for student achievement through resources that align with and assesses mastery of technical standards and competencies		U	B	P	Comments
Resource Criteria					
1.1	The curriculum is based on industry-validated technical standards and competencies.				
1.2	The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.				
1.3	The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.				
1.4	The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.				
1.5	Materials used reflect current workplace, industry and/or occupational practices and requirements.				
1.6	Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.				

1.7	Includes appropriate academic and content-specific vocabulary.				
Section Comments:					

2. Support					
Criteria Statement: Support is having the resources for students, teachers, and parents to successfully navigate technical standards and competencies.		U	B	P	Comments
Resource Criteria					
2.1	Digital resources provided can be used with district adopted platforms, as needed.				
2.2	Materials and assessments are free from bias and are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.				
2.3	Contains guidance to support differentiated and culturally responsive (diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom that every student's needs are addressed by including: a. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate b. Appropriate scaffolding, interventions, and supports, including integrated reading, writing, listening, and speaking alternatives (translations, picture support, graphic organizers). c. Digital and print resources that provide various levels of readability d. Modifications and extensions for all students, including those performing above their grade level. e. Materials in multiple language formats. f. Presents more than one view point on controversial issues g. Presents minorities realistically h. Presents non-stereotypical models i. Facilitates the sharing of cultural differences				
2.4	The material includes sufficient supplementary activities or assignments that are appropriately integrated in the text.				
2.5	The material has activities and assignments that develop problem-solving skills, and varied learning styles, and foster				

	synthesis and inquiry at both an individual and group level.				
2.6	The material includes appropriate instructional strategies.				
2.7	Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.				
Section Comments:					

3. Instructional Approach					
Criteria Statement: Provides guidance and supports to support best instructional practice.		U	B	P	Comments
Resource Criteria					
3.1	Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.				
3.2	Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.				
3.3	The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.				
3.4	The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.				
3.5	Allows teachers to access, revise, and print from digital resources (e.g., readings, labs, assessments, rubrics).				
3.6	Access to training and technical support.				
Section Comments:					

4. Achievement				
Criteria Statement: Achievement is a measurement of student mastery of standards through standards based formative,	U	B	P	Comments

interim, and summative assessments.					
Resource Criteria					
4.1	Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning.				
4.2	Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.				
4.3	Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.				
4.4	Reading Level aligns with grade level ability and vocabulary.				
Section Comments:					

General Comments or Impressions

Does this resource provide the opportunity to pilot the online resources that would be utilized by the district?
Yes No

Reviewed by:	**Date:**