Instructional Materials Matrix (2023-2024)

The purpose of this Matrix is to assist teachers in selecting instructional resources to ensure all students have access to high-quality instructional materials. AHISD Profile of a Learner expects learners master a broad, rich curriculum. Texas TEKS expect students to engage with multiple genres: listening, speaking, reading, writing, and thinking using multiple texts and literary elements. Further, students are expected to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

- This rubric will be applied when considering any non-adoption material used with students. This includes books, texts, videos, or pre-designed instructional activities
- Any resource scoring Partially Met (Yellow) in any criteria requires consultation with, at minimum, the instructional team
- Any resource scoring Not Met (Red) in any criteria requires documented consultation with campus principal or dean

Evaluation Criteria	ALL evaluation criteria must be considered before a supplemental resource can be used with students.	*Criteria Fully Met*	*Criteria Partially Met* Consultation with instructional team must occur prior to use.	*Criteria Not Met* Consultation with the dean or principal must occur prior to use. Resource may not be appropriate for use.
Copyright	● Will use of this source violate copyright? This includes videos/movies. ● Is there an alternative source with open copyright that will meet the same instructional objective?	Resource has an open copyright.	Resource will require copyright release, but this is simple to accomplish.	Use of the material will violate copyright.
Credibility	● Is the source educationally significant? ● *How does the author's perspective impact the content of the source?* ● *Is the author of the source affiliated with a group with a political agenda? AHISD is not permitted to accept curricular donations from political entities.* ● *Does the source achieve a balance by providing the opportunity to interact with both primary and secondary sources?*	*Material is objective and educationally significant.* *The author is credible.* *The material is a primary source or a balanced secondary source.*	*The perspective of the author impacts the material, but this is balanced with other materials.* *All sources are educationally significant.*	Sections of the material are not credible but are being used for a specific instructional purpose with other resources that are credible.
Instructional Appropriateness	● Is the language used appropriate (based on vocabulary and Lexile level) to the learners' age and instructional needs? ● How would use of this source be perceived by outside stakeholders? ● Does the source contain sensitive material? *All materials with the following content must be reviewed with campus principal or dean before use with students: profanity, violence, sexual, gender, or racial content. In accordance with HB 1605, instructional materials may not contain obscene or harmful content.*	Language, vocabulary, and content of material is instructionally appropriate for the subject area, age, ability level, learning style, and social and emotional development of the intended audience.	Material is partially instructionally appropriate and can be modified for usage with the intended audience. Materials with sensitive topics require advanced parental notification.	Sections of the material are not appropriate for all students but is being used for a specific instructional purpose with other resources that are appropriate for the intended audience. Special note for college-level courses taught at AHHS: Issues that might, from a particular social, historical, or cultural viewpoint, be considered controversial may be addressed in texts that are instructionally appropriate for AP and Dual Credit courses. Materials with potentially controversial content require advanced parental notification.
Instructional Alignment	● Does the instructional resource/activity **directly** align to the content and cognitive rigor of the standards?	Instructional resource/activity directly aligns to the content and cognitive rigor of the standards.	Instructional resource/activity partially aligns but is used with other resources that fully align to content and cognitive rigor of the standards.	Instructional resource/activity is not in alignment but is being used for a specific instructional purpose with other resources that fully aligns to content and cognitive rigor of the standards.
Accuracy	● Does the source contain accurate information? ● Does the source cite references that are publicly available and reputable/reliable? ● When was the source published and/or updated?	Information is current, correct, and all links have been verified.	Information may be correct but is not current. It will be used with other more current materials.	Sections of the material are not accurate or current but are being used for a specific instructional purpose with other resources that are accurate and current.

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INSTRUCTIONAL TECHNOLOGY

- This rubric is to be used when considering the use of any unapproved/unadopted instructional technology resources.
- Review Approved AHISD Software before considering additional instructional technology resources.
- This rubric is meant to be used with the Instructional Materials rubric found on the front side of this document.
- Any resource scoring Partially Met (Yellow) in any criteria requires consultation with, at minimum, the instructional team
- Any resource scoring Not Met (Red) in any criteria requires documented consultation with campus admin
- All unapproved software/apps must also be requested through the Software/App Request Form found in Eduphoria.

Evaluation Criteria	ALL evaluation criteria must be considered before a supplemental resource can be used with students.	Criteria Fully Met	Criteria Partially Met Consultation with the instructional team must occur prior to use.	Criteria Not Met Consultation with the dean or principal must occur prior to use. Resources may not be appropriate for use.
Student Engagement	● Does the resource require the student to be actively engaged with the content? ● Does the tool appeal to student interests? ● Will students be motivated to engage with the resource?	The resource is engaging and requires students to actively interact with the tool. Students will be highly motivated to use the resource.	The resource is somewhat engaging but most "learning" takes place in a passive manner. Students use the app as directed by the teacher.	The resource is passive in nature with little to no engagement by the student. Students may be off task when directed to use the material.
Accessibility	● Is the tool designed to address the needs of diverse users and their various literacies and capabilities?	The resource is adaptable to the varying needs of students including instructional needs as well as physical adaptations (e.g. closed-captioning, larger font size, etc.)	The resource allows for limited adaptability to student needs.	The resource is not adaptable to student needs. All students share the same experience and/or learning path.
Cost	● Are all aspects of the resource available free of charge? ● Is the resource free from advertisements? ● Will there be any future costs associated with the resource?	All aspects of the resource are available free of charge.	Some aspects of the resource are available free of charge (freemium model). Students may be exposed to advertisements. All ads are age appropriate.	Use of the resource requires a paid subscription.
Student Privacy	● Does the use of the tool require the creation of an external account or additional login? This includes a link to an existing account in Google Classroom. ● Is any student personal information (such as name, age, ID#, demographics, phone numbers or addresses) collected by the tool?	Use of the tool does not require the creation of a student account. No personal information is collected.	Setting up a generic "classroom" account allows students access to the resource.	Requires students to create an individual account and personal information about students is gathered by the tool.
Data Security	● Does the tool collect and store any data that can be used by the teacher to improve instruction/learning? ● Who "owns" the data collected by the tool?	The resource provides actionable data to the teacher allowing for individualization of instruction. The **end user** maintains "ownership" of the data.	The resource provides actionable data to the teacher allowing for individualization of instruction. The **company** maintains "ownership" of the data; however, all data is deleted once the user deletes their account.	The resource does not provide any actionable data to the teacher allowing for individualization of instruction. The **company** maintains "ownership" of the data in perpetuity.