

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Points Category	0 Points	1 Point	2 Points
<p>1.1 Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> Expectation for daily interaction with academic content is not clear, Or times for daily interactions are not defined 	<ul style="list-style-type: none"> Expectations for daily interaction with academic content is clear And times are defined for student interaction with academic content But it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday 	<ul style="list-style-type: none"> Expectation for daily interaction with acade

Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.	<ul style="list-style-type: none">• TEKS-aligned instructional materials and assessments are not named• Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction		

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p>3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> • Expectations for daily student engagement is not defined • Or there is not a clear system for tracking daily student engagement 	<ul style="list-style-type: none"> • Expectations for daily student engagement is defined • And there is a system for tracking daily student engagement • But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else) 	<ul style="list-style-type: none"> • Expectations for daily student engagement is defined • And there is a system for tracking daily student engagement • And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
<p>3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> • There is not a clear system for tracking student academic progress • Or there is not a clear system for providing regular feedback to students on progress 	<ul style="list-style-type: none"> • There is a clear system for tracking student academic progress • And there is a clear system for 	

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	0 Points	
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