



	<p>on campus or in a synchronous environment  It is unclear from the description how supports are research or evidence-based</p> <p><i>Note: LEAs can use existing adopted resources and the TEKS Resource System in their plans, as long as there is a description of how these materials are being adapted specifically for the remote asynchronous learning environment.</i></p>
<p>2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<p>Instructional materials do not include resources designed to support students with disabilities and ELs  Does not include a plan to support all students through materials  No specified SPED support  Language support for ELs not specified  Supports are largely made for on campus or synchronous instruction and are not specific</p>

**Student Progress:** Describe how instructional materials support your asynchronous environment

Points Category	Common Pitfalls to Avoid
<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>	<p>Only requirement is for students to log in; this is inconsistent with progress that would occur in an on-campus environment  The system for how teachers will track and report student engagement is not defined and/or the system does not track <b>daily</b> student engagement  Expectations for students is less than what would be consistent with progress that would occur in an on-</p>

