Welding Technology Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Agriculture, Food, and Natural Resources (AFNR) Welding Technology Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard WELD.1.0: Identify Lab Organization and Safety Procedures

### Performance Standard WELD.1.1 Demonstrate General Lab Safety Rules and Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.1.1.1 Describe general shop safety rules and procedures (i.e., safety test). |  |
| CTE WELD.1.1.2 Describe OSHA in workplace safety. |  |
| CTE WELD.1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE). |  |
| CTE WELD.1.1.4 Operate lab equipment according to safety guidelines. |  |
| CTE WELD.1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e., rigging, chains, straps, cables). |  |
| CTE WELD.1.1.6 Utilize proper ventilation procedures for working within the lab/shop area. |  |
| CTE WELD.1.1.7 Identify marked safety areas. |  |
| CTE WELD.1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment. |  |
| CTE WELD.1.1.9 Identify the location and use of eye wash stations. |  |
| CTE WELD.1.1.10 Identify the location of the posted evacuation routes. |  |
| CTE WELD.1.1.11 Identify and wear appropriate clothing for lab/shop activities. |  |
| CTE WELD.1.1.12 Secure hair and jewelry for lab/shop activities. |  |
| CTE WELD.1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits. |  |
| CTE WELD.1.1.14 Locate and interpret safety data sheets (SDS). |  |
| CTE WELD.1.1.15 Perform housekeeping duties. |  |
| CTE WELD.1.1.16 Follow verbal instructions to complete work assignments. |  |
| CTE WELD.1.1.17 Follow written instructions to complete work assignments. |  |
| CTE WELD.1.1.18 Identify requirements for Hot Work Permits. |  |
| CTE WELD.1.1.19 Identify what constitutes a confined space. |  |

### Performance Standard WELD.1.2 Identify and Utilize Hand Tools

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.1.2.1 Identify hand tools and their appropriate usage. |  |
| CTE WELD.1.2.2 Identify standard and metric designation. |  |
| CTE WELD.1.2.3 Demonstrate safe handling and use of appropriate tools. |  |
| CTE WELD.1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools. |  |

### Performance Standard WELD.1.3 Identify and Utilize Power Tools and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.1.3.1 Identify power tools and equipment, and their appropriate usage. |  |
| CTE WELD.1.3.2 Demonstrate safe handling and use of appropriate power tools and equipment. |  |
| CTE WELD.1.3.3 Demonstrate proper cleaning, storage, and maintenance of power tools and equipment. |  |

## Standard WELD.2.0: Apply Fundamental Print Reading, Measurement, and Layout/Fit-Up Techniques

### Performance Standard WELD.2.1 Demonstrate Print Reading and Sketching Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, line types). |  |
| CTE WELD.2.1.2 Identify and explain industry standard welding symbols. |  |
| CTE WELD.2.1.3 Prepare a materials list from a technical drawing (i.e., bill of material). |  |
| CTE WELD.2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic). |  |
| CTE WELD.2.1.5 Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings. |  |
| CTE WELD.2.1.6 Sketch or draw a basic welding drawing. |  |
| CTE WELD.2.1.7 Fabricate parts from a drawing or sketch. |  |

### Performance Standard WELD.2.2 Demonstrate Measuring and Scaling Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.2.2.1 Identify industry standard units of measure. |  |
| CTE WELD.2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems. |  |
| CTE WELD.2.2.3 Measure and calculate size, area, and volume. |  |
| CTE WELD.2.2.4 Determine and apply the equivalence between fractions and decimals. |  |
| CTE WELD.2.2.5 Identify measuring tools. |  |

### Performance Standard WELD.2.3 Utilize Layout Principles and Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.2.3.1 Interpret drawing, sketch or specification information. |  |
| CTE WELD.2.3.2 Prepare work area for layout. |  |
| CTE WELD.2.3.3 Select appropriate materials to complete work assignment. |  |
| CTE WELD.2.3.4 Use layout and marking tools as required. |  |
| CTE WELD.2.3.5 Layout parts using measurement practices. |  |

### Performance Standard WELD.2.4 Demonstrate Preparation and Fit-Up Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.2.4.1 Identify and explain job specifications. |  |
| CTE WELD.2.4.2 Use fit-up gauges and measuring devices to check joint fit-up. |  |
| CTE WELD.2.4.3 Identify and explain distortion and how it is controlled. |  |
| CTE WELD.2.4.4 Fit-up joints using plate and pipe fit-up tools. |  |
| CTE WELD.2.4.5 Check for joint misalignment and poor fit-up before and after welding. |  |

## Standard WELD.3.0: Identify Properties of Metals

### Performance Standard WELD.3.1 Identify Material Properties and Science

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.3.1.1 Identify the difference between ferrous and non-ferrous metals. |  |
| CTE WELD.3.1.2 Identify and explain forms and shapes of structural metals. |  |

### Performance Standard WELD.3.2 Demonstrate Measuring and Scaling Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.3.2.1 Explain AWS filler metal classifications systems. |  |
| CTE WELD.3.2.2 Identify different types of filler metals. |  |
| CTE WELD.3.2.3 Explain the storage and control of filler metals. |  |

## Standard WELD.4.0: Apply Shielded Metal Arc Welding (SMAW) Techniques

### Performance Standard WELD.4.1 Safety Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.4.1.1 Identify and explain different types of welding current and polarity. |  |
| CTE WELD.4.1.2 Perform safety inspections of SMAW equipment and accessories. |  |
| CTE WELD.4.1.3 Maintain SMAW equipment and accessories. |  |

### Performance Standard WELD.4.2 Produce Welds Using SMAW on Carbon Steel

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.4.2.1 Set up for SMAW operations. |  |
| CTE WELD.4.2.2 Operate SMAW equipment. |  |
| CTE WELD.4.2.3 Perform welds in the 1F position. |  |
| CTE WELD.4.2.4 Perform welds in the 2F position. |  |
| CTE WELD.4.2.5 Perform welds in the 3F position. |  |
| CTE WELD.4.2.6 Perform welds in the 4F position. |  |
| CTE WELD.4.2.7 Perform welds in the 1G position. |  |
| CTE WELD.4.2.8 Perform welds in the 2G position. |  |
| CTE WELD.4.2.9 Perform welds in the 3G position. |  |
| CTE WELD.4.2.10 Perform welds in the 4G position. |  |
| CTE WELD.4.2.11 Describe 2G, 5G and 6G welding positions. |  |

## Standard WELD.5.0: Apply Gas Metal Arc Welding (GMAW-S, GMAW) Techniques

### Performance Standard WELD.5.1 Utilize Safety Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.5.1.1 Identify and explain the use of GMAW equipment (i.e., spray transfer, globular, short circuit, pulse). |  |
| CTE WELD.5.1.2 Perform safety inspections of GMAW equipment and accessories. |  |
| CTE WELD.5.1.3 Maintain GMAW equipment and accessories. |  |
| CTE WELD.5.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GMAW equipment. |  |

### Performance Standard WELD.5.2 Produce Welds Using GMAW-S on Carbon Steel

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.5.2.1 Set up for GMAW-S operations. |  |
| CTE WELD.5.2.2 Operate GMAW-S equipment. |  |
| CTE WELD.5.2.3 Perform welds in the 1F position. |  |
| CTE WELD.5.2.4 Perform welds in the 2F position. |  |
| CTE WELD.5.2.5 Perform welds in the 3F position. |  |
| CTE WELD.5.2.6 Perform welds in the 4F position. |  |
| CTE WELD.5.2.7 Perform welds in the 1G position. |  |
| CTE WELD.5.2.8 Perform welds in the 2G position. |  |
| CTE WELD.5.2.9 Perform welds in the 3G position. |  |

## Standard WELD.6.0: Apply Flux Corded Arc Welding (FCAW-G) Technique

### Performance Standard WELD.6.1 Utilize Safety Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.6.1.1 Identify and explain the use of FCAW-G equipment. |  |
| CTE WELD.6.1.2 Perform safety inspections of FCAW-G equipment and accessories. |  |
| CTE WELD.6.1.3 Maintain FCAW-G equipment and accessories. |  |
| CTE WELD.6.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of FCAW-G equipment. |  |

### Performance Standard WELD.6.2 Produce Welds Using FCAW-G on Carbon Steel

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.6.2.1 Set up for FCAW-G operations. |  |
| CTE WELD.6.2.2 Operate FCAW-G equipment. |  |
| CTE WELD.6.2.3 Perform welds in the 1F position. |  |
| CTE WELD.6.2.4 Perform welds in the 2F position. |  |
| CTE WELD.6.2.5 Perform welds in the 3F position. |  |
| CTE WELD.6.2.6 Perform welds in the 4F position. |  |
| CTE WELD.6.2.7 Perform welds in the 1G position. |  |
| CTE WELD.6.2.8 Perform welds in the 2G position. |  |
| CTE WELD.6.2.9 Perform welds in the 3G position. |  |

## Standard WELD.7.0: Apply Gas Tungsten Arc Welding (GWAW) Techniques

### Performance Standard WELD.7.1 Utilize Safety Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.7.1.1 Perform safety inspections of GTAW equipment and accessories. |  |
| CTE WELD.7.1.2 Maintain GTAW equipment and accessories. |  |
| CTE WELD.7.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment. |  |

### Performance Standard WELD.7.2 Produce Welds Using GTAW on Carbon Steel

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.7.2.1 Set up for GTAW operations. |  |
| CTE WELD.7.2.2 Operate GTAW equipment. |  |
| CTE WELD.7.2.3 Perform welds in the 1F position. |  |
| CTE WELD.7.2.4 Perform welds in the 2F position. |  |
| CTE WELD.7.2.5 Perform welds in the 3F position. |  |
| CTE WELD.7.2.6 Perform welds in the 1G position. |  |
| CTE WELD.7.2.7 Perform welds in the 2G position. |  |
| CTE WELD.7.2.8 Perform welds in the 3G position. |  |

### Performance Standard WELD.7.3 Produce Welds Using GTAW on Aluminum

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.7.3.1 Set up for GTAW operations. |  |
| CTE WELD.7.3.2 Operate GTAW equipment. |  |
| CTE WELD.7.3.3 Perform welds in the 1F position. |  |
| CTE WELD.7.3.4 Perform welds in the 2F position. |  |

## Standard WELD.8.0: Apply Thermal Cutting Processes

### Performance Standard WELD.8.1 Demonstrate Oxy-Fuel Gas Cutting (OFC)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.8.1.1 Perform safety inspections of OFC equipment and accessories. |  |
| CTE WELD.8.1.2 Maintain OFC equipment and accessories. |  |
| CTE WELD.8.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment. |  |
| CTE WELD.8.1.4 Set up for OFC operations. |  |
| CTE WELD.8.1.5 Operate OFC equipment. |  |
| CTE WELD.8.1.6 Perform straight, square edge cutting operations in the flat position. |  |
| CTE WELD.8.1.7 Perform shape, square edge cutting operations in the flat position. |  |
| CTE WELD.8.1.8 Perform straight, bevel edge cutting operations in the flat position. |  |
| CTE WELD.8.1.9 Perform scarfing and gouging operations to remove base and weld metal, in flat and horizontal positions. |  |

### Performance Standard WELD.8.2 Demonstrate Plasma Arc Cutting (PAC) on Carbon Steel and Aluminum

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.8.2.1 Explain the PAC process. |  |
| CTE WELD.8.2.2 Determine the appropriate PAC settings for the various types of metals. |  |
| CTE WELD.8.2.3 Perform safety inspections of PAC equipment and accessories. |  |
| CTE WELD.8.2.4 Maintain PAC equipment and accessories. |  |
| CTE WELD.8.2.5 Set up for PAC operations. |  |
| CTE WELD.8.2.6 Operate PAC equipment. |  |
| CTE WELD.8.2.7 Perform straight, square edge cutting operations in the flat position. |  |
| CTE WELD.8.2.8 Perform shape, square edge cutting operations in the flat position. |  |

### Performance Standard WELD.8.3 Demonstrate Manual Air Carbon Arc Cutting (CAC-A)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE AWT 8.3.1 Performs safety inspections of manual CAC-A equipment and accessories. |  |
| CTE AWT 8.3.2 Maintain CAC-A equipment and accessories. |  |
| CTE AWT 8.3.3 Set up manual CAC-A scarfing and gouging operation on carbon steel. |  |
| CTE AWT 8.3.4 Operate manual CAC-A equipment on carbon steel. |  |
| CTE WELD.8.3.5 Perform scarfing and gouging operations to remove base and weld metal in the flat and horizontal positions on carbon steel. |  |

## Standard WELD.9.0: Identify Welding Codes, Inspections, and Testing Principles

### Performance Standard WELD.9.1 Identify Welding Codes, Qualifications, and Certifications

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.9.1.1 Identify and explain weld imperfections and their causes. |  |
| CTE WELD.9.1.2 Identify and explain welder qualification tests. |  |
| CTE WELD.9.1.3 Explain the importance of quality workmanship. |  |
| CTE WELD.9.1.4 Identify common destructive testing methods. |  |
| CTE WELD.9.1.5 Perform a visual inspection of fillet welds. |  |

### Performance Standard WELD.9.2 Demonstrate Welding Inspection and Testing Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.9.2.1 Define the role of welding inspection/inspector and testing in industry. |  |
| CTE WELD.9.2.2 Examine cut surfaces and edges of prepared base metal parts. |  |
| CTE WELD.9.2.3 Examine tack, root passes, intermediate layers, and completed welds. |  |

## Standard WELD.10.0: Apply Fabrication Fundamentals

### Performance Standard WELD.10.1 Utilize Base Metal Preparation Fundamentals

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.10.1.1 Clean base metal for welding or cutting. |  |
| CTE WELD.10.1.2 Identify and explain joint design. |  |
| CTE WELD.10.1.3 Select the proper joint design based on a welding procedure specification (WPS) or instructor’s direction. |  |
| CTE WELD.10.1.4 Mechanically bevel the edge of a mild steel plate (i.e., hand beveller, grinder). |  |
| CTE WELD.10.1.5 Thermally bevel the end of a mild steel plate. |  |

### Performance Standard WELD.10.2 Demonstrate Fabrication Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WELD.10.2.1 Demonstrate proper setup of fabrication area, equipment, and materials. |  |
| CTE WELD.10.2.2 Construct projects in the proper sequence. |  |
| CTE WELD.10.2.3 Properly layout projects from welding prints. |  |
| CTE WELD.10.2.4 Check work for accuracy. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. 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. 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. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials 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. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. 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. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 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. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 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. |  |
| 1. 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. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho T&I Welding Technology Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/06/AG-Welding-Standards.pdf) [↑](#footnote-ref-1)