Instructional Materials Technology Information

Since EdReports released its first reviews five years ago, the materials landscape has changed dramatically, especially in the area of technology. District questions have evolved from ensuring materials could be accessed on older browsers and versions of operating systems to detailed questions about interoperability, compatibility, security, support, and digital design. These questions have become even more important during the pandemic as districts assess what instructional materials may work best in their communities not just in-person, but also remotely and in hybrid settings. Access to high quality instructional materials by all students is more important than ever, and technology plays an essential role in that access. To help provide technology information for materials that meet alignment criteria in Gateways 1 and 2, EdReports is requesting publishers answer the following questions to help consumers better understand the digital design and capabilities of their instructional materials.

- Section 1 provides broader questions most frequently asked of EdReports about the design of materials. These questions are meant to provide higher level, summary information.

- Section 2 provides more fine-grained details on aspects of design and functionality.

EdReports is seeking the most accurate, descriptive information about curricular products. We are not evaluating quality or desirability, but documenting features in materials to empower local schools and districts with information to select materials that will work best for them given their technological capabilities and instructional vision.

Section 1: Usability Snapshot

This section includes questions on digital design and support that allows users quick access to essential information. Please do not exceed a 150 word limit per question. You may use or remove prompt text in providing additional details. Words in the detail prompt text will not count toward the word limit.

* Note:
"Yes with core product" below should be used to indicate functionality in the materials purchased that are available without LMS integration.
"Yes with dependencies" below refers to functionality present or accessible only through working in a separate LMS, by utilizing other software as a plug-in, or linking externally to sites outside the materials.

Questions	Check Only One				Details
	Yes with core product	**Yes** with dependencies	**No**	Under Development	
Are the materials designed so that students are able to access and complete work online?	X				If yes, • Note if this is within the native materials system or if it requires LMS integration or other integrated software. • Does online work require a 1:1 device ratio? • Does each student need a continuous reliable internet connection to use all materials features? MH Response: • Materials can be accessed via the McGraw Hill website my.mheducation.com or through an LMS integration. • A 1:1 device ratio is recommended but not required.

					● A reliable internet connection is required.
In what ways do the materials support learning in hybrid settings (both in-person and remote learning) concurrently?					Wonders can be delivered in either full digital presentation or in a combination of both digital and print for maximum flexibility of use. Wonders digital supports an agile curriculum environment that provides all students across grade levels interactive content that allows teachers to maintain the same level of instructional accountability with both synchronous and asynchronous activities. This invites instructional consistency if your model is blended in person or distance learning or a combination of both. When teachers log in to ConnectED, they have access to fully developed lesson plans, as well as tools to adjust and customize these plans. Videos, photos, graphic organizers, eBooks, and other interactive content in the presentation tool are already sequenced in the order of instruction, and the presentation updates automatically as teachers make changes to their lesson plans or content. Teachers can also add their own resources or content via the My Files feature; that content can be added to a lesson or presentation or assigned to students digitally. Teachers are also able to communicate with students, other teachers, and parents. The technology tools in the digital platform allow teachers to assess, monitor progress, differentiate

					instruction, and access the professional development or targeted assistance they need, allowing teachers to customize and adapt their instructional style to meet the needs of all students. Students have one login through the ConnectED platform, whereby they can access materials and lessons, vocabulary videos, and a host of other digital supports to help them master their reading and language arts skills. Wonders provides professional development videos and webinars aimed at using Wonders both in person, hybrid, and remote learning models. Tutorials and training materials help show teachers how to take advantage of the teacher and student digital platform. Wonders also provides guidance for parents and students in making the transition from in-person to remote learning, as needed.
Are tasks, activities, and lessons able to be printed either for in-class use or for use in at-home learning?	X				Student practice pages are provided in both PDF and digital versions, which can be edited by the teacher and assigned digitally or converted to printable format. Teachers can download documents from my.mheducation.com, save to their Google Drive, and then import into Google Classroom to create assignments. All handouts/worksheets that are student-facing can also be completed online, on any device, and can be submitted to the teacher sans any physical paper! There is also two-way

					commenting from teacher to student and student to teacher. The submitted assignments can also be sent back to the students to make corrections and resubmit.

Is there instruction so students can work independently (or with an adult at home)?		X			If yes,
					  ● Describe the instruction (written, videos, animations, etc.).
					  ● Describe the work (practice, new lessons, assessments).
					  ● Detail the level of adult support or involvement necessary.
					
					Every student has access to their student dashboard. To support students working independently and/or with parent support there are PDF directions, Videos, and family support videos on how to use each part of the site and how to do various assignments and how to submit work back to the teacher.
					
					  ● Online students can read and/or listen to any of their eBooks with audio and other annotation tools.
					  ● Students can access hundreds of games and activities over the course of the school year that directly allow students to practice and apply skills.
					  ● Students can access writing supports, videos, animations, and Writer's Notebook (for grades 2-5).
					  ● Students can access their visual vocabulary cards with audio supports.

					• And students can access any online assignments and assessments. This could include student reads, practice book pages, as well as the ability to take online assessments during the school day. The level of parent support needed depends on the age of the student, and computer skills of the student. The goal is that all work done in the digital space can be done by students independently. But we encourage parents to support as needed. As teachers move through the curriculum there are school to home parent/caregiver letters (in multiple languages) for each week of instruction.
Does the technology facilitate a teacher's ability to differentiate lessons, tasks, or other content for students?	X				If yes, • Does the technology itself differentiate based on student responses? • Does it provide feedback to students directly as they complete assignments? • Does the technology provide recommendations to the teacher? • What control does the teacher have over the content? (e.g., Can changes be made to a question's wording? Can teachers choose specific reading selections?) The technology tools in the digital platform allow teachers to assess, monitor progress, differentiate instruction, and access the professional development or targeted assistance they need,

allowing teachers to customize and adapt their instructional style to meet the needs of all students. Teachers are also able to communicate with students, other teachers, and parents.

The Wonders Adaptive Learning system provides a differentiated pathway for foundational skills instruction and practice to support students' individual needs. The system focuses on three main foundational skills topics:

- Phonemic Awareness
- Phonics
- Structural Analysis

The Adaptive Learning system targets discrete skills in each of the foundational skills strands and follows a systematic learning progression from grades K through 6. Students are placed into the system in their zone of proximal development, and they work through activities that are available to them in each of the topics. The system moves the student through the learning progression for each of the topics. Students must complete the necessary prerequisites for each skill group before progressing to the next topic.

Each activity covers a specific skill learning objective, and it includes explicit instruction, targeted practice, and corrective feedback (if needed). In this way, students can work toward

				proficiency and receive the necessary support before moving on to a subsequent skill. The Adaptive Learning system provides detailed reports so teachers can follow their students' progress and intervene if necessary. The reports note the specific skills individual students are working on and how they are progressing, either meeting proficiency or working through remediation activities.
Are there tutorials, videos, or other integrated supports in the materials to help educators to understand and/or utilize the materials?	X				The types of embedded in-program support are listed below. **On-Demand Digital Program Support** Teachers and administrators have self-paced, on-demand, 24/7 digital professional development support as part of the Wonders online Teacher Workspace. These resources include videos, PDFs, and learning modules designed to support teachers every step of the way. **Wonders Basics Module** This robust, comprehensive self-paced learning module is designed to support teachers of all grades during the initial stages of implementation and includes detailed sections focusing on • Wonders curriculum design • Student Ownership of Learning • Supporting English Learners

					- Wonders Instructional Path - Wonders Resources and Teacher Materials - Guides for using the Teacher's Edition and Online Teacher Workspace - Setting Up the Classroom - Administer Placement & Diagnostic Assessments - Placing Students in Small Groups for Differentiated Instruction **Manage Small Group Module** This video collection includes model classroom videos and coaching videos that supports teachers in organizing and managing small-group instructional time. **Ready-to-Teach Workshops** School or district administrators or coaches can use these four-session, video-based workshops to facilitate on-site PD training. Includes facilitator and participant guide PDFs for the following topics: - Close Reading - Small Group Instruction **Professional Learning Video Libraries** Wonders includes a comprehensive library of instructional videos for teachers, including

					75+ model classroom videos showing teachers delivering Wonders lessons in the classroom including foundational skills, close reading, writing, vocabulary, collaborative conversations, small-group instruction, and English learners. 100+ videos by Wonders authors and education specialists coaching teachers on key topics in literacy instruction. **Research Base and White Papers** The Wonders Research Base Alignment provides a summary of key research and demonstrates program alignment. White papers written by industry experts can help educators learn more about key instructional topics including the science of reading, foundational skills, academic vocabulary, support for English learners, close reading and text complexity, and writing to sources.
Are there tutorials, videos, or other integrated supports in the materials to help parents/guardians to understand and/or utilize the materials?	X				If yes, • Are parent supports available in multiple languages? Specify which languages. The *Wonders* School to Home tab on the Digital Course Student Workspace provides information to families about what students are learning. The letters introduce the Essential Questions that students will be investigating in each text set, as well as the key skills and standards they will be learning.

					Activities that families can complete with students at home are provided. Access to texts that students are reading— including the Shared Reading texts from the Reading/Writing Companion and the Literature Anthology texts —are also available through the Student Workspace of the Digital Course. School to Home letters and audio summaries of the Shared Reads from the Reading/Writing Companion and Anchor Texts in the Literature Anthology are available in multiple languages, including English, Spanish, Haitian-Creole, Portuguese, Vietnamese, French, Arabic, Chinese (Cantonese and Mandarin), Russian, Tagalog, and Urdu. Student Learning Goals Blackline Masters can also be sent home so that students can discuss them with their families, as well as their progress.
Are all of the following audiences provided access to the product as part of the core purchase? ● parents/guardians ● Educators (Teachers, Administrators, etc.) ● Students		X				If yes, ● Is activity within the system tracked and who can see this data? ● What can be viewed? Student work? Grades? Unit/lesson/assignments/readings? Students, staff, and administrators receive individual accounts. Parents who wish to view student work and student materials can do so by logging into their student's account.

					• Activity within the system (content accessed, etc.) is not tracked. • From the student dashboard, students and parents can view materials (texts, practice, games, animations, etc), the students work (annotations and submitted work), and can access assessments taken by the student.
Are the materials designed to integrate with a Learning Management System (LMS)?			X		If yes, • Are the full materials accessible outside of an LMS? • Can they be modified once they are imported or are they static? • Materials can be accessed via the McGraw Hill website my.mheducation.com or through an LMS integration. • When teachers login to ConnectED, they have access to fully developed lesson plans, as well as tools to adjust and customize these plans. They gain immediate access to the specific resources they need for each day, a built-in customizable planner, and a presentation tool that facilitates digital whole group lessons. Videos, photos, graphic organizers, eBooks and other interactive content in the presentation tool are already sequenced in the order of instruction, and the presentation updates automatically as teachers make changes to their lesson plans or content.

					Teachers can also add their own resources or content via the My Files feature; that content can be added to a lesson or presentation or assigned to students digitally. The Wonders program also allows for assessment customization, editing, and sharing at the district, school, and teacher levels.
Does all content conform to the [National Instructional Materials Accessibility Standard](#)?	X					In compliance with federal NIMAS law, McGraw Hill supplies accessible NIMAS files to the National Instructional Materials Accessibility Center (NIMAC) for all printed student textbooks and related student printed core materials for use by certified blind or print-disabled students. Additionally, an audio read of student-facing content is available online.
Is technical support during day-to-day use primarily the responsibility for the client or the publisher?						McGraw Hill's Digital Technical Support team is available free of charge to work with the district to rectify any technical issues that arise while using our products. Our Tier 1 and Tier 2 teams are available via phone, email, and live chat to customers between the hours of 7 am and 8 pm EST Monday – Friday.

Section 2: Technology Checklist

The following checklists are designed to give more detailed information about digital design and technical capabilities in key areas of instructional materials to support state and local decision making. This list reflects details commonly requested

by those making purchasing decisions at the state or local level. You may use or remove prompt text in providing additional details.

Design

Design questions address whether the materials are designed to be used digitally in an in-person environment, remote learning environment, or both. Digital design can vary, often ranging from the ability to access files that are identical to print materials online to doing tasks and assessments as part of the program. The ability to take advantage of design functionality may depend on answers to questions in other sections of the checklist such as internet capabilities, number and type of devices, etc.

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Questions	Check Only One				Details
	Yes with core product	Yes with dependencies	No	Under Development	
Are the materials designed to be used with both digital and print components? Are there print options available for student-facing materials that could be utilized in a blended digital approach? Is the print content identical, similar, or comparable to the digital?	X				If yes, • What are the print options? (check all that apply) ___X___ Purchase hard-copy books/workbooks _____ Photo copies available for purchase _____ Users can print at home • Add any additional details. ○ All texts are available in print and digitally online with audio and annotation tools. The Wonders digital platform, ConnectED, provides a wealth of resources and materials for

					students, teachers, and parents/guardians. ConnectED is the gateway to an integrated online teaching and learning resource. With the range of support and resources available digitally, Wonders can be delivered in either full digital presentation or in a combination of both digital and print for maximum flexibility of use. Wonders digital supports an agile curriculum environment that provides all students across grade levels interactive content that allows teachers to maintain the same level of instructional accountability with both synchronous and asynchronous activities. This invites instructional consistency if your model is blended in person or distance learning or a combination of both.
Is the digital design of the materials intended to replicate a textbook experience?	X				If yes, ● Specify format (e-book, PDFs). Print materials are replicated in e-book format.
Are digital teacher guides available for the materials?	X				If yes, ● How do teachers access digital teacher guides? ● Are guides available to parents/guardians at home? ● Do teacher planning materials connect to student-facing lessons?

					● Are there any additional costs for these resources? Teachers access the digital teacher guides through their accounts. Teacher guides are not available to parents. Teacher planning materials are accompanied by student content in the lesson planning section of the online platform. Teachers can assign the content directly from the lesson. All online materials are included as part of the online subscription.
Do the materials contain videos/animations/simulations for student learning?		X				If yes, ● Specify frequency (every lesson, some lessons, only teacher support, both teacher and student). ● Are these native to the materials or accessed by links that lead to other sources not maintained by the publisher? ● Wonders contains multimedia supports such as videos, animations, games, activities with every lesson, every day. Some of this technology is for teachers, some is unique for student practice, and some is on both the teacher and student dashboard. ● All content is hosted by the publisher.
Is any or all online content dependent on links that are not maintained by the publisher?				X		If yes, ● Detail permissions the district may need to set to ensure access to this content (age restriction bypass, specific URL permissions etc.).
Do the materials include opportunities for online collaboration among students?		X				If yes, ● Describe these opportunities.

					All research and inquiry projects can be done online in small groups or with partners. These groups or pairs can collaborate digitally with our online chat/discussion feature.
Do the materials include built in features for student-to-teacher interaction?	X				If yes, ● Describe these opportunities. Teachers can send messages to the student's dashboard by whole class, small group, or individuals. When students are doing an online assignment, they have the opportunity to message the teacher and the teacher can reply. Within the digital student eBook there is a teacher feedback feature that allows teachers to view student work and provide feedback digitally.
Is a 1:1 device ratio required?		X			If no, ● Include recommended device ratio. Wonders is not technology dependent. Wonders technology complements Wonders instruction. Students can access the technology at any ratio.
Are the assessments contained within the materials able to be securely completed by students online?	X				If yes, ● Is this true of all assessments? ● Are assessments editable by teachers? All assessments can be securely completed online. All assessments are editable by teachers.
Is data available about user sessions (e.g., timestamps, content being viewed, callbacks fired, etc...)?		X			If yes, ● How is this gathered and reported? ● Who has access to this data?
Are there online professional learning supports to help teachers utilize the materials?	X				If yes, ● Describe these supports and any associated additional costs.

Online professional learning supports are provided free of charge. The types of embedded in-program support are listed below.

On-Demand Digital Program Support
Teachers and administrators have self-paced, on-demand, 24/7 digital professional development support as part of the Wonders online Teacher Workspace. These resources include videos, PDFs, and learning modules designed to support teachers every step of the way.

Wonders Basics Module
This robust, comprehensive self-paced learning module is designed to support teachers of all grades during the initial stages of implementation and includes detailed sections focusing on

- Wonders curriculum design
- Student Ownership of Learning
- Supporting English Learners
- Wonders Instructional Path
- Wonders Resources and Teacher Materials
- Guides for using the Teacher's Edition and Online Teacher Workspace
- Setting Up the Classroom
- Administer Placement & Diagnostic Assessments
- Placing Students in Small Groups for Differentiated Instruction

					Manage Small Group Module This video collection includes model classroom videos and coaching videos that supports teachers in organizing and managing small-group instructional time.
					Ready-to-Teach Workshops School or district administrators or coaches can use these four-session, video-based workshops to facilitate on-site PD training. Includes facilitator and participant guide PDFs for the following topics: • Close Reading • Small Group Instruction **Professional Learning Video Libraries** Wonders includes a comprehensive library of instructional videos for teachers, including 75+ model classroom videos showing teachers delivering Wonders lessons in the classroom including foundational skills, close reading, writing, vocabulary, collaborative conversations, small-group instruction, and English learners. 100+ videos by Wonders authors and education specialists coaching teachers on key topics in literacy instruction. **Research Base and White Papers** The Wonders Research Base Alignment provides a summary of key research and demonstrates program alignment.

					White papers written by industry experts can help educators learn more about key instructional topics including the science of reading, foundational skills, academic vocabulary, support for English learners, close reading, and text complexity, and writing to sources.

Are there parent/guardian resources available for school systems to utilize:
● For when there is in-person instruction?
● For when there is hybrid instruction?
● For creating continued learning plans for distance learning schedules?
	X				If yes,
					  ● Please include details such as if there are:
					    - Sample schedules
					    - Instruction guides
					    - Classroom management suggestions
					    - Feedback options
					
					Wonders provides weekly school to home parent/caregiver letters with student learning goals. Wonders is built to support all learning environments, in-person, hybrid, and remote/distance learning. Pacing guides, lesson plans, classroom management PD supports and videos are all provided for teachers.

Learning Management Systems	Blackboard	Canvas	Eduphoria	Google Classroom	ItsLearning	Moodle	Schoology	Other: Please list below
Are the materials configured to work with one or more learning management systems? Check all that apply.	X	X		X	X	X	X	McGraw Hill can support any Single Sign-On that follows the SAML IDP 2.0 or LTI 1.0 standard. We also support both OneRoster 1.0

							CSV, OneRoster 1.1 CSV, OneRoster API, and ADFS.
McGraw Hill offers integrations support free of charge to customers. McGraw Hill can support any Single Sign-On that follows the SAML IDP 2.0 or LTI 1.0 standard. We also support both OneRoster 1.0 CSV, OneRoster 1.1 CSV, OneRoster API, and ADFS. McGraw Hill will work with the district to discuss and configure the best implementation for your needs.							

System Access

System access questions address how users access the digital materials and what kind of logins/passwords are accepted/supported/required.

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Questions	Check Only One				Details
	Yes with core product	**Yes** with dependencies	**No**	Under Development	
Is single sign-on supported?	X				McGraw Hill can support any Single Sign-On that follows the SAML IDP 2.0 or LTI 1.0 standard. We also support both OneRoster 1.0 CSV, OneRoster 1.1 CSV, OneRoster API, and ADFS.
Can the platform manage staff assigned to multiple schools with a single sign-on?	X				

Can co-teachers be assigned to multiple classes?	X					• Multiple teachers can be assigned to the same class. We require one teacher to be set as the primary, but additional teachers can be added at designated levels of permissions. If a teacher is manually added to a class that is using an SIS integration, the nightly data processing will override the manual change. • Teacher access is managed by the Administrator.
Can students who move between teachers or schools using the same materials be re-assigned without losing their work/progress?	X					
Can the platform provide user accounts for staff members (principals and other admin) who are not assigned students?	X					• Teachers can be set as site, regional, or district administrators by any other Administrator in the license; otherwise, their access will be restricted to their own classes. As an administrator, the teacher has access to data for other classes, and as an Administrator, a teacher has all the privileges in the account. Multiple teachers can be assigned to the same class. We require one teacher to be set as the primary, but additional teachers can be added at designated levels of permissions. If a teacher is manually added to a class that is using an SIS integration, the nightly data processing will override the manual change. • Administrators have the ability to set up users as school, regional, or district administrators. Administrators have access to a variety of tools, depending on role type and organization affiliations (school/sub-district/district). Organization Administrators can roster schools, teachers, classes, and students, as well as assign licenses and drill down to any individual, class, or school. Reporting Administrators will have access to

					usage and performance reports for supported products in their affiliated organizations. Curriculum Administrators will have access to create and share assessment banks across their affiliated organizations for select products. • Access to the Data is restricted solely to Subscriber personnel based on the user role they are assigned in the system. It is the Subscriber's responsibility to ensure that user roles match the level of access allowed for personnel and their personnel will not release such Data to any unauthorized party.
Can passwords be reset without assistance from trained IT staff?	X				• Admins are able to reset teacher passwords in the user profile. • Teachers and admins are able to provide temporary passwords to students in the event they have forgotten their passwords or can set a new password for the student directly in the student profile.
When working offline, does the product automatically sync when a connection is re-established?	X				This is a feature of our free mobile app. It is not a features of our web-based platform.

Technical Support

Technical Support questions are designed to help users understand what assistance to expect. These details are important to consider alongside local capacity for devices, networks, and use. Considering what level of independence users will have alongside these criteria can help schools and districts reflect on their needs for support.

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"Yes with dependencies" below refers to functionality present or accessible only through working in a separate LMS, by utilizing other software as a plug-in, or linking externally to sites outside the materials.

Technical Support	Check Only One				Details
	Yes with core product	**Yes** with dependencies	**No**	Under Development	
Is technical support provided to districts during initial set-up and deployment?	X				Upon completion of sale, our implementation support team will work with district personnel to create a customized timeline and implementation plan based upon the district's needs. Our services organization is available to provide technology and implementation support that your building or district technology team may require. Our integration services team provides services ranging from single sign-on set up, teacher and student rostering, creating classes, integration with LMS, etc. Our goal is to help your teachers and students get up and running more quickly, but also to help your technology team deliver and maintain a digital environment resulting in an outstanding student and teacher experience
Is technical support provided during the duration of the contract?	X				If yes, ● Specify the type of support provided and the audience. ● Include where users get tech support. ● Can students access on-demand technical assistance? Parents? Teachers? Is this through a ticketing system or live chat? ● What hours is help available? ● Is there a response time guarantee? ● McGraw Hill's Digital Technical Support team is available free of charge to work with students, parents, and district staff to rectify any technical issues that arise while using our products. Our Tier 1 and Tier 2 teams are

					available via phone, email, and live chat to customers between the hours of 7 am and 8 pm EST Monday – Friday. • We also offer online technical help documentation on our Digital Technical Support page: https://mhedu.force.com/DTS/s/ • Support's goal is to respond to 80% of emails within 9 business hours; 80% of calls within 30 seconds; and 80% of chats within 30 seconds.
If utilizing a free or trial version, is technical support provided?	X				
Are there self-service supports for troubleshooting?	X				Technical help documentation is available on our Digital Technical Support page: https://mhedu.force.com/DTS/s/
Does technical support include planning for emergency access and district support?	X				

Compatibility

Compatibility questions address technical compatibility specifications. It is designed to help users understand how the materials will look and operate on various devices. These details are important to consider alongside local capacity for devices, networks, and use. Understanding what devices function best can help determine users' needs for district device or technical support.

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Questions	Check Only One				Details
	Yes with core product	**LMS Dependent**	**No**	**Under Development**	
Does the product have a native mobile application?			X		
Is the product browser-based?	X				
Does the product use responsive design for rendering on smartphones?	X				
Does the product use responsive design for rendering on tablet devices?	X				
Does the product use responsive design for rendering on laptop devices?	X				
Does the product use responsive design for rendering on desktop devices?	X				
Are all users (students/teachers/staff/admin/parents) permitted to use the product on more than one device (e.g. computer at school and a laptop at home or a smartphone and a laptop)?	X				The program is web based and can be used on any device with an HTML compliant browser. No additional software is necessary to use the program on more than one device.

Device Type	Mark box if device is compatible	Oldest operating system/version supported	Newest operating system/version supported	Details Indicate if the materials are designed for a specific device type or if they are generally compatible.
Windows	x	8.1	Current	
Linux	☐			

Device	Check if compatible	Oldest version supported	Newest version supported	Notes
Windows Tablet	x	8.1	Current	
Apple Laptop/Desktop	x	10.11	Current	
iPhone	x	14	Current	If supported, provide details about any differences between devices.
iPad	x	14	Current	
Android Phone	x	9	Current	If supported, provide details about any differences between devices.
Android Tablet	x	9	Current	
Chromebook/Chrome OS	x	V80	Current	
Amazon Fire OS	☐			
Other E-Reader	☐			If supported, specify which e-readers are compatible.
Interactive Whiteboard	x			

Browser		Operating System						
		Apple		Windows				
	Check if browser is compatible	Oldest version supported	Newest version supported	Oldest version supported	Newest version supported	Linux	Chrome OS	N/A
Chrome	x	86	Current	86	Current		86	
Firefox	x	86	Current	86	Current		86	
Safari	x	12	Current	12	Current		12	
Edge (formerly Internet Explorer)	x	90	Current	90	Current		90	

Internet Explorer	☐							
Other:____	☐							
Additional Notes:								

Accessibility

Curricula with digital capabilities integrate accessible supports in a variety of ways. Accessibility questions pertain specifically to diverse learners who may need specific supports to be able to successfully interact with materials.

Questions	Check Only One				Details
	Yes with core product	Yes with dependencies	No	Under Development	
Screen Readers	X				
Screen Magnification Software	X				
Text Readers		X			Most assets which are opened within the platform (as opposed to a PDF) include text-to-speech
Adjustable Print Size	X				
Speech Input Software			X		
Header Point Devices		X			Keyboard navigable, so it should also support header point devices, but this has not been formally tested

Feature					Notes
Motion/Eye Tracking Devices		X			Keyboard navigable, so it should also support motion/eye tracking devices, but this has not been formally tested
Single Switch Entry Devices		X			Keyboard navigable, so it should also support single switch entry devices, but this has not been formally tested
Braille Readers/ Display Devices	X				
Closed Captioning		X			Closed captioning is available for most—but not all--multimedia resources.
Alternative Input Devices	X				
High Color Contrast Display Options	X				
Translation of Text to Other Languages		X			If yes, • Specify available languages McGraw Hill offers Maravillas, a parallel Spanish program to Wonders.
Bilingual Dictionaries available for students	X				
Are there required accessories (headsets, speakers)?			X		If yes, • Specify if they are provided with the materials or must be acquired separately.
Multiple Playback of audio/video					This requirement is unclear.
Can students adjust the speed of audio/video playback?	X				
Are these accessibility supports able to be turned on/off?		X			If yes, • Specify which supports and who has access to turn them on/off.

Does all browser-based technology satisfy the Web Content Accessibility Guidelines or VPAT?		X		If yes, • Provide reports from the software or organization used to test the product.

Additional Technology Specifications

Data Security and Privacy

Data Security and Privacy questions address how student data storage, disposal, and adherence to privacy laws are addressed. If applicable, privacy reports and/or certificates can be found next to the respective indicator.

Questions	Check Only One			Details
	Yes	No	Under Development	
Data Security: Are data elements encrypted at rest, i.e. in a database or file system?	X			Data at rest is stored in critical databases that are encrypted using AES-256 algorithms and ciphers.
Data Security: Do the materials refer students to video, content, and other online sources that are not native to the materials?		X		If yes, • Is it a closed system? If no, how does it direct out of the environment?
Data Security: Does the end-user licensing agreement allow customers to scrape data from the product?		X		
Privacy: Is personally-identifying student data provided to, generated by, or stored in any systems used by the product?	X			If yes, • List all data elements that customers are required to provide. • List all data elements that are optional for customers to provide. • List all data elements created by the product. • List all data elements stored in any of the product's systems. **Required:**

				• User ID (alphanumeric, unique ID; can be student ID, employee ID, etc.) • Role • First Name • Last Name • Email (required for teachers/staff, optional for students) • Username (All users will have a username. This can be inputted or the system can auto-generate.) • Password (All users will have a password. This can be inputted or the system can auto-generate.) **Optional:** • Grade Level • Email (optional for students, required for teachers/staff) • Other PII inputted into your LMS or SIS No data elements are created by the product.
Privacy: Does the product/vendor make their student privacy policy publicly available?	X			https://www.mheducation.com/privacy.html
Privacy: Does the product conform with FERPA regulations (e.g., allows districts to maintain direct control of the student record, implements permissions to prevent unnecessary disclosures, etc.)?	X			
Privacy: Has a third-party evaluated the product for FERPA compliance?		X		If yes, • Identify the third party who conducted the evaluation and provide a link to the report.
Privacy: Does the product allow registration or data collection from children under the age of 13?	X			• We do not have a Safe Harbor certificate. Our Privacy Notice includes all applicable information. https://www.mheducation.com/privacy.end-user.html

Installation safe harbor

Feature/Requirement/Specification	Check Only One			Details
	Yes	**No**	**Under Development**	
Is the product downloaded to individual devices: one-time internet connection required?		X		
Is the product installed on individual computers (from CD-ROM/DVD, flash drive, etc.): no internet connection required?		X		If yes, ● Estimate time per device required for setup, indicate if support is provided, and if local IT staff is needed.
Is the product installed on LAN/WAN (school or district server): no internet connection required for teachers/students after installation?		X		
Required server configuration. Do network admins need to ensure a specific set of domains are white listed to allow the internet traffic to those endpoints?	X			Please see the information on our Digital Technical Support site here: https://mhedu.force.com/DTS/s/article/ConnectED-What-Websites-Should-be-Unblocked-Whitelisted-to-Use-ConnectED-and-Open-Learning
Does the product support deployment through Mobile Device Management (MDM) systems?		X		If yes, ● Identify which systems are compatible.
Does the product provide a detailed schedule of updates that minimizes access interruption?	X			
Does the login authentication use district protocols to establish unique and memorable usernames and passwords?	X			If yes, ● Indicate if district staff/student unique IDs are used. If other, ● Specify the protocols.

				IDs must be unique in the system. District staff/student unique IDs can be used.
Is there an option for concurrent user licensing?	X			

Standards Compliance/Certification	Check all that apply	Details
SIF		If checked, include where customers can verify this information.
CEDS		If checked, include where customers can verify this information.
EDUPUB		If checked, include where customers can verify this information.
Ed-Fi (SIS/ODS)		If checked, include where customers can verify this information.
Ed-Fi (Assessments)		If checked, include where customers can verify this information.
MS Global (Competencies and Academic Standards Exchange)		If checked, include where customers can verify this information.
IMS Global (Comprehensive Learner Record)		If checked, include where customers can verify this information.
IMS Global (Open Badges)		If checked, include where customers can verify this information.
IMS Global (One Roster)	X	https://site.imsglobal.org/certifications/mcgraw-hill/mcgraw-hill-integration-service#cert_pane_nid_418166
IMS Global (Caliper Analytics)	X	https://site.imsglobal.org/certifications/mcgraw-hill/mcgraw-hill-integration-service#cert_pane_nid_418166

IMS Global (Question and Test Interoperability (QTI))	X	https://site.imsglobal.org/certifications/mcgraw-hill/mcgraw-hill-integration-service#cert_pane_nid_418166
IMS Global (Learning Tools Interoperability (LTI))	X	https://site.imsglobal.org/certifications/mcgraw-hill/mcgraw-hill-integration-service#cert_pane_nid_418166
IMS Global (LTI Advantage)	X	https://site.imsglobal.org/certifications/mcgraw-hill/mcgraw-hill-integration-service#cert_pane_nid_418166
IMS Global (Common Cartridge)		If checked, include where customers can verify this information.
IMS Global (Lite Common Cartridge)		If checked, include where customers can verify this information.
IMS Global (Open Video)		If checked, include where customers can verify this information.
Other:		If checked, list and include where customers can verify this information.

Implementation and Scalability	Yes/No or Value
What is the average page load time?	2.1s
What is the required bandwidth per user?	McGraw Hill makes no bandwidth requirements for online applications as each user's respective experience and data usage within the available applications can vary widely from one session to the next. Content streaming would be the highest consumer of bandwidth. Our systems are monitored for usage and hardware is added when needed. Our digital assets are shared by all users of our system.
Are results of stress tests provided to customers?	No
Is a disaster recovery plan for data provided to customers?	No. McGraw Hill Business Disaster Recovery plans are proprietary.
Are customers provided with a standardized implementation plan to ensure a successful rollout?	Yes
Does the service level agreement include uptime guarantees of at least 95% excluding planned maintenance/down-times?	Yes

Does the product require a VPN for off site access?	No

Once this document is complete and ready to submit to EdReports, please fill-out a [Technology Information Document Submission Certification](#) to certify that the information is final and accurate.